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# USAID Tusome Pamoja

Developing a Culturally Relevant  
Assessment of Social and Emotional  
Learning for Tanzania

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# USAID Tusome Pamoja

## Developing a Culturally Relevant Assessment of Social and Emotional Learning for Tanzania

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## Abbreviations

AAM	Assessor Accuracy Measure
CASEL	Collaborative for Academic, Social, and Emotional Learning
FGD	focus group discussion
MELQO	Measuring Early Learning Quality and Outcomes
PSLE	primary school leaving examination
SEL	social and emotional learning
SES	socio-economic status
USAID	US Agency for International Development

# Executive Summary

## Background

Social and emotional competencies are increasingly seen as important for children's academic success and social adjustment. However, social and emotional learning has not been studied extensively in Tanzania or the rest of Africa.

The US Agency for International Development (USAID) Tusome Pamoja Program, in collaboration with the School of Education at the University of Dar es Salaam, conducted research that aimed to identify and assess non-academic domains, such as social and emotional learning, executive function, and social responsibility, that are important for the development and academic success of young students in Tanzania. We focused our investigation on Mtwara Region of Tanzania.

Our research proceeded through two studies discussed in this report, which looked to address two overarching issues:

1. What is the best approach to developing measures of social and emotional learning in the context of predominantly rural area of Tanzania?
2. How do concepts of social and emotional learning differ in rural Tanzania from those underlying existing frameworks? To what extent are these different concepts consistent with those in other subsistence-agricultural communities, and how do they match up with those in urban contexts where there are higher levels of formal education?

## Purpose

This research was conducted in two phases. Phase 1 (Section 3, Qualitative Research) involved focus groups and individual interviews with teachers, parents, and students in four randomly selected rural primary schools from Mtwara Region in Tanzania, some of which had recently begun participation in a pre-primary education program. The goal was to identify and understand the social and emotional competencies in early childhood that focus group and interview participants viewed as important for school and for life in general. The research also aimed to identify about 10 examples of behaviors that would describe or indicate each competency. These behaviors were included in a quantitative assessment tool that we developed to measure teachers' and parents' perceptions of those competencies among their children and students (e.g., "likes to ask many questions" was an example of a behavior associated with *curiosity*, and thus an indicator of that competency).

In Phase 2 (Section 4, Quantitative Research), we developed questionnaires for parents and teachers to rate students on competencies identified as important in Phase I. Questionnaires were revised through cognitive interviewing and one round of pilot data collection. The final parent questionnaire consisted of 71 behavioral items designed to measure 13 different competencies identified in Phase 1 (roughly 6 to 7 behaviors per competency). The final teacher questionnaire consisted of 40 questions designed to measure 12 competencies.

The final questionnaire was administered to one teacher and one parent for each of 513 students sampled from 25 primary schools. This parent and teacher rated each student according to whether they exhibited each behavior in the questionnaire. If the student did exhibit the behavior, raters assessed whether they exhibited more, less,

or about the same as other children. Exploratory factor analysis was conducted to see how behaviors clustered together into factors. The aim was to see whether the factors matched the competencies identified as important by participants in Phase I, or if new competencies emerged from the analysis. Analyses then used the key competencies derived from the data to describe the nature of social and emotional competencies more generally in the community, including an analysis of clusters formed by students with similar social and emotional competencies and how competencies were related to student background.

## Summary of Findings

### Phase 1 – Qualitative Findings

Results of the Phase I qualitative study showed that participants in Mtwara, Tanzania, had a view of social and emotional competencies that differed from the one informing existing (non-African) frameworks. Participants placed more emphasis on aspects of social responsibility, such as *respect*, *obedience*, and *being an attentive listener*. Individual competencies such as *curiosity*, *self-direction*, and *self-belief* were valued more by teachers than parents and seen as most important for success at school. In general, most social and emotional competencies—even individual competencies—were discussed in terms of social relationships, for example, pleasing teachers and parents and avoiding punishment.

### Phase 2 – Quantitative Findings

Data from Phase 2 produced ratings for each student on the 13 competencies identified in Phase 1 and on the behaviors that constituted those competencies. A key aim of the analyses was to assess whether patterns in the data supported the categorization of social and emotional learning into the 13 competencies hypothesized. To this end, we conducted exploratory factor analyses of data from Phase 2. This analysis resulted in a list of factors, each consisting of a group of behaviors. Based on these behaviors, we interpreted each factor according to the social and emotional competency it represented. In several cases, the competencies emerging from the quantitative data matched those mentioned by participants in Phase 1. The competencies of *obedient*, *curious*, *being sociable*, *polite*, and *religious* were all mentioned by participants in Phase 1 and supported by quantitative data in Phase 2. In addition, two constructs emerged from the data that had not been identified by participants in Phase 1: *emotional regulation* and *conscientiousness*. *Conscientiousness* consisted of items previously categorized as *self-directed/self-motivated*, *careful*, and *persistent*, while *emotional regulation* contained elements of *polite*, *obedient*, *persistence*, *self-directed/self-motivated*, and *careful*.

Factor analysis of parent rating data showed that the *obedience* factor represented 29% of the variance in overall social and emotional competencies among students. This finding indicates that obedience was the biggest differentiating factor among students, based on parent data. Analysis of teacher rating data showed that *conscientiousness* accounted for 51% of total variance, and thus was the biggest differentiating factor for teachers. There was reasonable agreement between ratings by teachers and parents. The correlation was moderate (0.30) and significant between overall parent and teacher scores. There was a significant correlation between parents and teachers for *curiosity*, *conscientiousness*, and *obedience*, but not for being *sociable*.

The correlations among individual competencies were also insightful. Whereas most competencies were positively correlated with each other (e.g., children who were rated as more *obedient* were also seen as more *sociable* and *conscientious*), *emotional regulation* was independent of other competencies. Cluster analysis of the quantitative data found that students rated as having high overall social and emotional competencies could be rated as having either good or poor *emotional regulation*. *Curiosity* was also somewhat independent of other competencies. We found groups of students with poor overall social and emotional competencies, but high curiosity. *Curiosity* was the only competency strongly related to parental background. Children were more likely to be rated as curious if their parents were wealthy, educated, and/or lived in urban or peri-urban settings.

## Conclusions

### **What is the best approach to developing measures of social emotional competencies in a new context?**

Results suggest that measures of social and emotional competencies are best informed by a combination of sources. The qualitative data highlighted the importance of *social responsibility*, which is not represented in existing tools that aim to measure social and emotional learning. The quantitative data identified two new constructs. We labelled these constructs *emotional regulation* and *conscientiousness*. These constructs are represented in existing tools, but were not mentioned by participants in qualitative interviews. The conclusion is that assessments of social and emotional competencies in new contexts should combine relevant domains from existing instruments with new domains identified by participant communities.

### **How are social and emotional competencies perceived differently in Tanzania from those in existing frameworks?**

The competencies deemed important in Tanzania included several aspects of social responsibility that are not prominent in existing frameworks of social and emotional competencies. This conclusion was supported by the results of the quantitative study, which found that *obedience* was the most important of the seven competencies emerging from parent ratings.

*Social responsibility* is commonly regarded highly in subsistence agricultural communities. Some competencies identified are more closely associated with formal education and urbanization, particularly *curiosity* and *self-confidence*. These two competencies were described in qualitative interviews as co-occurring in students in Mtwara. They were distinct from other competencies in a few ways. They were valued more by teachers than parents and were seen as important for education. Quantitative data showed that ratings of *curiosity* were higher among children of educated and wealthy parents. Finally, ratings of curiosity among sub-groups of students were relatively independent of other competencies.

Overall, these findings suggest two distinct groups of competencies: those related to *social responsibility*, which are particularly valued at home, and *curiosity* and *self-confidence*, which are valued by teachers and educated parents.

## Recommendations

These findings have implications for how cultural values are taken into account in assessment, curriculum design, and parent and community engagement around pre-primary and primary education.

- The research has led to a streamlined questionnaire (**Appendix A**) for the **assessment of social and emotional competencies** by parents and teachers. This assessment tool can be used to evaluate pre-primary programs in Tanzania and can be used by teachers to track children's social and emotional learning skills in the classroom.
- The research has implications for the **teaching of literacy and numeracy**. In rural areas, students are less likely to be curious and self-confident, which may limit their active engagement in some classroom activities. Such activities could be re-designed to encourage students to be more engaged in activities—for example, by giving greater scaffolding to students or encouraging them to respond in pairs before speaking directly to the teacher or in front of the whole class.
- The USAID Tusome Pamoja Program provides opportunities for children to **develop social and emotional competencies in the classroom**. This research can inform the design of this aspect of the curriculum. In particular, further work can investigate how curiosity and self-confidence can be developed in class.
- The research findings can be used to improve understanding of the **challenges children face in the transition to school** and can help design activities to facilitate this transition. This includes activities to improve students' relationships with teachers and other students and to help them become familiar with their new environment as they start school.
- The research findings can help design **parental engagement activities** based on an understanding of similarities and differences in the way children's competencies are valued at home and at school. For example, the finding that curiosity and self-confidence are seen as important for education by teachers but not by parents is a good entry point for discussion between parents and teachers.

We will work with the Ministry of Education to explore ways in which the above recommendations can be further investigated or adopted, especially as part of the USAID Tusome Pamoja Program.

## 1. Introduction and Background

There has been recent growth in the implementation of pre-primary programs in low-income countries and in evaluations of these programs, which require measurement of aspects related to children's development and learning. The assessments used in these evaluations are initially conceived and designed elsewhere, however. Few assessments begin with an in-depth investigation into how domains of child development are perceived and valued by the local community.

The context for this study is the USAID Tusome Pamoja Pre-Primary Program, which is being implemented in two districts in the Mtwara Region of Tanzania. The study

aims to develop a tool for the assessment of Social and Emotional Learning in the program to improve evaluation of the program's effectiveness. However, most existing social and emotional learning (SEL) assessments have been conceived and designed in high-income countries.

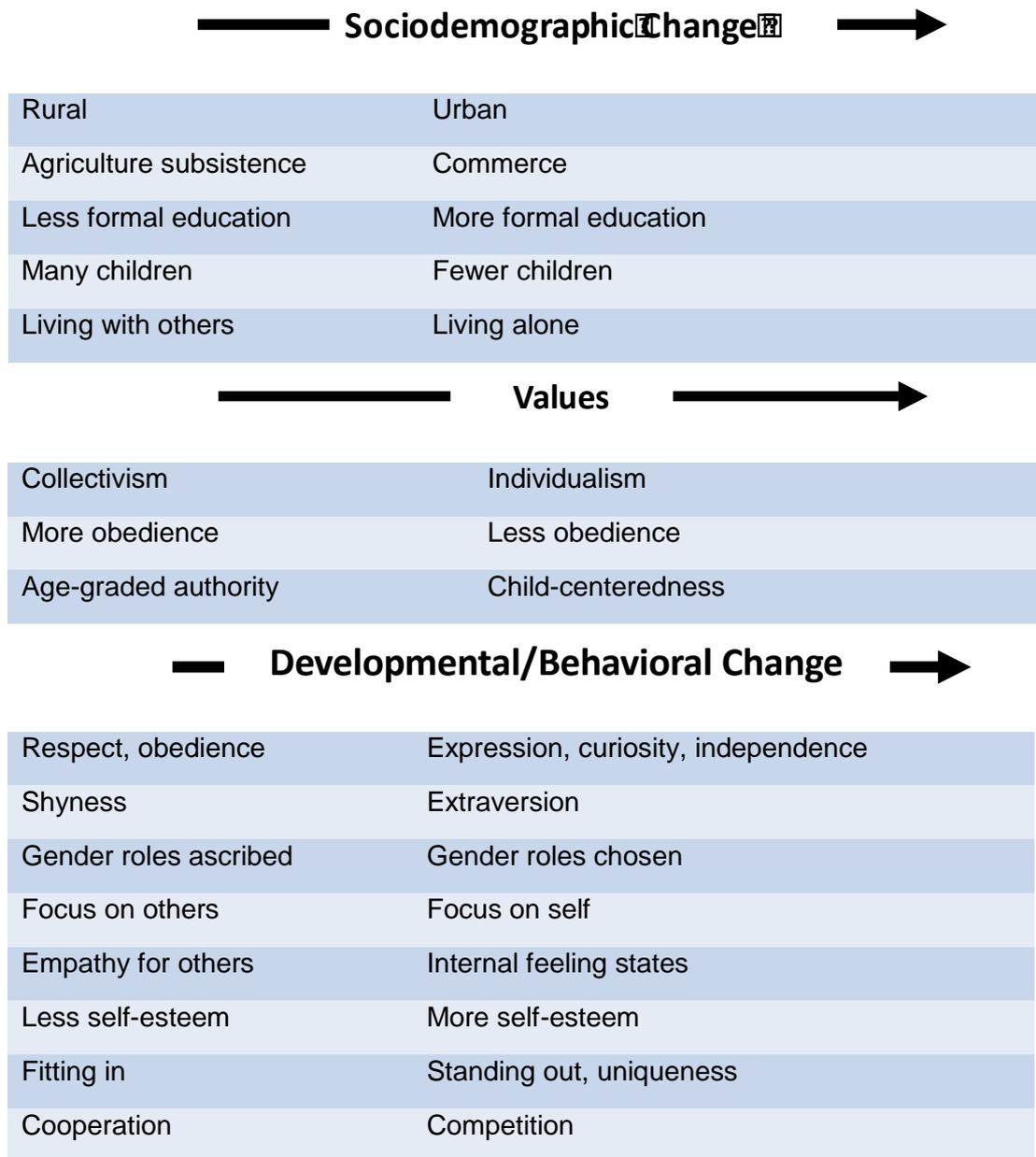
How might an assessment developed from such populations be inappropriate for use in different contexts, such as in low- and middle-income countries? These assessments may fail to include domains of development that are important for adaptive functioning in the home, community, and school of different contexts. Similarly, domains can be conceptualized differently in each context. Even when assessments target appropriate domains, those domains may manifest differently by context; that is, competence in a given domain may be demonstrated by different behaviors from one context to another. The importance of these issues has been demonstrated in the development of culturally grounded assessments of mental health in Africa (Betancourt, Speelman, Onyango, & Bolton, 2009; Betancourt, Yang, Bolton, & Normand, 2014).

This study is focused on social and emotional competencies because they are increasingly seen as important for children's education, and yet, there are few studies addressing them in low- and middle-income countries (e. g. Wolf et al., 2017). Several frameworks exist to conceptualize social and emotional competencies with much overlap between them. A widely used framework has been developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (CASEL, 2017), based on a review of the research in this area (Osher et al., 2016). In this framework, there are five sets of interrelated social and emotional competencies, each comprised of a range of skills, abilities, and knowledge (Osher et al., 2016, p. 646): self-awareness, self-management, social-awareness, relationship skills, and responsible decision making.

This study focuses on the role of social and emotional competencies in the adaption to school and for academic success (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). The research aims to inform assessments used in the evaluation of pre-primary programs. In addition, we hypothesized that the key differences between valued competencies in Tanzania and Western countries was, in part, reflected in the differences in competencies, skills, and abilities required for success at home and at school in rural areas in Tanzania.

To understand these differences, we used a theoretical framework developed by Greenfield (2016). In this framework, forms of economic production and other sociodemographic variables are seen as important for shaping the culture of child development. The majority of communities in the study area of Mtwara Rural are engaged in subsistence agriculture. The framework outlines the aspects of agricultural societies that are most important for shaping children's development. Agricultural societies have a collectivist (rather than individualist) culture; families have many children with several generations living together; they have age-graded authority and contextualized (rather than abstract) thinking; they provide more social guidance and more criticism (rather than praise and support) to children; and family obligations are key. The consequences for social and emotional competencies are that children in such societies are to have more respect, obedience, shyness, empathy, a desire to fit in, cooperation, and ascribed gender roles than those in educated and industrialized societies. **Figure 1** illustrates the changes in values and children's development that accompany shifts from rural to urban environments.

**Figure 1. Changes in values and children’s development associated with sociodemographic changes**



This framework suggests that the competencies valued by rural subsistence-agricultural communities in Tanzania may focus on aspects of social responsibility, such as respect and obedience. However, it is important to note these competencies are rarely measured in existing assessments of social and emotional competencies.

The framework also suggests implications for children’s schooling. Societies with high levels of formal education value self-expression, curiosity, and independence. It is possible that schools in Tanzania encourage the development of these competencies, too, and they are at odds with those developed at home. For example, schooling may promote behaviors, such as questioning adults, that could undermine values of respect and obedience (Greenfield, Quiroz, & Raeff, 2000; Jukes, Zuilkowski, Okello, & Harris, 2013).

There is a clear need to investigate further the social and emotional competencies that help children succeed in school in subsistence-agricultural communities, particularly in sub-Saharan Africa. The two studies in this report aim to address two overarching issues:

1. What is the best approach to developing measures of social-emotional learning in the context of predominantly rural area of Tanzania?
2. How do concepts of social and emotional learning differ in rural Tanzania from existing frameworks? To what extent are these concepts consistent with the theory outlined in *Figure 1*?

First, the report addresses these questions in a qualitative study to understand local perceptions of social and emotional competencies important for school and for life in general. Later, we discuss findings from a quantitative study.

## 2. Qualitative Study Methods

### 2.1 Research Design

The aim of this study was to identify competencies that are important for children's education in Tanzania and to identify contextually relevant behaviors that exemplify these competencies. This study is the first step in a research program to develop assessments of social and emotional competencies that are underrepresented in current test batteries.

The primary research questions were:

1. Which social and emotional competencies are seen as important for children's general development in Mtwara, Tanzania?
2. Which social and emotional competencies are seen as important for children to adapt to and succeed in school in Mtwara, Tanzania?

Secondary research questions aimed to understand perceptions of social and emotional competencies in more depth and to understand the potential for pre-primary education to support the development of social and emotional competencies. These questions included:

1. Which behaviors demonstrate a given social and emotional competency?
2. How does the competency develop with age through early childhood?
3. What do parents and teachers do to support development of the competence?
4. Is the competence equally important for boys and girls?

The study followed a grounded theory approach (Pidgeon & Henwood, 1996) in which qualitative data from participants to construct conceptual categories representing local perceptions of social and emotional competencies were used. The research was not driven by hypotheses, but nevertheless, there were some expectations about the study's findings. For example, it was expected that parents' and teachers' perceptions would differ from published social and emotional competency frameworks, broadly along the lines outlined in the introduction. However, it was intended that the research be agnostic about the extent of those differences in order to document them as objectively as possible. Interviews were

conducted by four lecturers at Tanzanian Universities. None of the interviewers had lived or worked in the study region.

## 2.2 Sample Design

The study took place in Mtwara Region, in the south of Tanzania. The region is divided into nine districts with a regional population of just over 1.2 million in the 2012 census (Government of Tanzania, 2013). The capital of the region is Mtwara Town. The economy of the region is based on subsistence agriculture and cashew nuts as cash crops. Mtwara was ranked the 15<sup>th</sup> Region out of 25 in primary school leaving examination (PSLE) pass rates in 2013 (PORALG, 2014).

Three of the four participating schools were selected from Mtwara Rural (two schools) and Tandahimba (one school) districts, where the Tusome Pamoja Pre-Primary program had just been launched. A fourth school was selected from Nanyamba District, where the pre-primary program was not taking place. In all cases, the schools were chosen at random from a list of all schools in the district. The participating communities were typical of the region. They were mainly from the Makonde ethnic group and mainly Muslim, with a minority of Christians. They were subsistence farmers, growing cassava, maize, peas, and millet as food crops and cashew nuts and sesame as cash crops, supplemented by small-scale animal husbandry. All villages had mobile phone access, but electricity was widespread in only two of the four villages.

**Table 1** summarizes basic information for the four schools. Performance in PSLEs is ranked nationally in two groups: schools with more than 40 pupils taking the exam (School 1) and schools with fewer than 40 pupils sitting the exam (Schools 2, 3, and 4). All four schools performed more poorly in 2016 than in 2015, representing a trend across Mtwara Region. For example, School 4 dropped from the 7<sup>th</sup> percentile to the 85<sup>th</sup> percentile nationally.

**Table 1. Summary information about participating schools**

	Primary School Leaving Exam Percentile		Pre-Primary Program	Grade 7 Cohort Size, 2016	Total Enrollment	Village Population	Distance from Mtwara Town (km)
	2015	2016					
School 1	13 <sup>th</sup>	42 <sup>nd</sup>	Yes	64	916	3536	40
School 2	18 <sup>th</sup>	76 <sup>th</sup>	Yes	30	411	1257	35
School 3	48 <sup>th</sup>	74 <sup>th</sup>	Yes	18	188	1335	120
School 4	7 <sup>th</sup>	85 <sup>th</sup>	No	25	245	1746	80

## 2.3 Participants and Data Collection Methods

Participants were parents, teachers, and pupils from the four selected schools. Focus group discussions were conducted in single-gender groups based on previous experience that indicated women were reluctant to talk in the presence of men. Of the parent focus groups, four groups included a total of 61 men, and five groups included 34 women. Individual interviews were conducted with four fathers and five

mothers in the first school, after which we decided to rely solely on focus groups with parents, as they were a more effective method of generating useful qualitative data.

We also conducted individual interviews with 16 male teachers and 11 female teachers across the four schools. A total of 80 students were interviewed individually after taking part in a group session to draw pictures of their experience of starting school. Ten students—five boys and five girls—were selected from each of two classes in all four schools. The sampling strategy aimed to provide a degree of representativeness, but also ensured that some children who made good interviewees were included. In each class, five of these students were selected, and teachers were asked to select another five students who were more likely to provide detailed information in response to our questions. In the first school, 10 children from each of Standard 1 and 2 (the first two years of primary school) were interviewed. Children in Standard 1 provided very little information, and so we decided that standard 2 and 4 students would be interviewed in subsequent schools. Children in pre-primary were considered too young to provide useful information in interviews. Instead older children were asked about their experience of starting both pre-primary and primary school. The adequacy of the sample size was monitored by assessing data saturation in the list of competencies provided by adult interviewees. When no new competencies were generated in interviews with the third and fourth schools, we concluded that data saturation had been achieved (Fusch & Ness, 2015).

## 2.4 Procedure

### **Consent**

An ethical review of the research was conducted and approval was obtained from the RTI Committee for the Protection of Human Subjects (Proposal No. 0215203.000.002) and from the Tanzania Commission of Science and Technology (Permit No. 2017-121-NA-2016-313). All adults gave informed consent and students gave verbal assent.

### **Interviews and Focus Groups**

Teachers and parents were interviewed by two researchers, with one asking most of the questions and the other making detailed notes. All adult interviews were recorded using a portable digital audio recorder. The approach to interviews was developed through pilot work that explored different questions to find those that elicited the most useful responses.

The interviews focused on two central questions:

1. What are the qualities that you would like your children/pupils to develop in life?
2. What are the qualities that help a child succeed at school?

The term *competencies*—as discussed in the introduction—is the most accurate term in English to describe the focus of this research. This term was not easy to translate into Kiswahili. Instead two words were used in Kiswahili, which roughly map onto the English word *qualities* or *character*. The first word was *sifa*, which means *character* or *reputation*, and can also be used to mean *praise*. This term was sometimes additionally clarified as *sifa za kimalezi* (character resulting from upbringing) and *sifa za kimwenendo* (the character relating to one's conduct). The second word used was

*tabia*, translated as *behavior, character, disposition, or habits*. Less frequently, *mwenendo* (conduct) and *matendo* (actions) were used.

Interview guides contained several probes for each of the two main questions (see **Appendix B**). In addition, all four interviewers were closely involved in the conception and design of the study and could guide questioning in the desired direction. The aims of the first two questions were to elicit as many qualities or competencies as possible. Additional questions were asked of each competency mentioned by interviewees. The questions sought to understand the competency further by probing for behavioral examples, asking why the competency is important for life and for schooling, and asking how the competency developed with age and what parents and teachers do to develop the competency. From the second school onwards, a question asking respondents to list their top five most important competencies mentioned was added. A key aim of additional questions was to generate enough behavioral examples of each competency to aid analysis. To ensure that all competencies were fully described, in the third and fourth schools respondents were asked direct questions about competencies for which there were fewer behavioral examples, even if they had not mentioned these competencies in their interview. A list of qualities was compiled and assigned numerical codes, which were used to label notes in the field. At the end of each day, each new competency mentioned by respondents was reviewed and discussed as to whether it warranted a new code or could be combined with existing terms.

Interviews with students addressed the second research question concerning the competencies required to adapt to and succeed in school. Data collection from students began by giving them paper and colored pencils and asking them to draw two pictures—one of something that made them happy in their first days at school and one of something they found difficult. This strategy was somewhat informative, although some students simply produced something they felt capable of drawing. The drawing session at least helped students feel more comfortable with the research process. Individual interviews (see **Appendix C**) followed the group drawing session, with one interviewer per student. No recording device was used; responses were recorded in detailed notes. Students were asked to explain their drawing and to expand on the factors that they liked and disliked about their first days of school as well as the things that surprised them. Additional probes were included to ensure that students discussed their experience in the classroom as well as at school in general. Probing children about their classroom experience was particularly important, as the very first days of school were often concerned only with enrollment of students and other administrative issues, and little classroom instruction took place. Two interview questions elicited the most relevant information for the research. The first asked children what they had learned at home that helped them in school. The second asked them what advice they would give a younger child about to start school. In both cases, responses helped to describe how the school experience could be designed to support the development of children's competencies that are valued by parents and teachers and to understand the competencies that children saw as important for being successful at school.

### **Data Processing and Analysis**

Data were entered from written notes into a Microsoft Excel spreadsheet. Audio recordings were used to supplement written notes and to resolve any ambiguities. Data were entered such that each line of the spreadsheet contained information

about one competency mentioned in response to a given interview question. For each competency, the following information was entered into the database: behavioral examples, information pertaining to how competencies are nurtured, how competencies are helpful for schooling, verbatim quotes, and other information. All data were entered in Kiswahili with an accompanying English translation.

Analysis of the information was conducted by competency. Only competencies spontaneously mentioned by respondents—rather than prompted by interviewers—were included. Each researcher was given responsibility for analyzing all the information relating to one competency. The first step in this analysis involved assessing the accuracy of coding to ensure that information was attributed to the right competency. Second, researchers assessed the accuracy of translations from Kiswahili into English. These first two steps provided quality assurance in the coding and translation of data. The final step involved writing a narrative analysis for each assigned competency. This analysis used behavioral examples and other information to infer the meaning of each competency in the eyes of respondents. Researchers also provided summarized information from participants addressing each of the six research questions described above. In addition to the narrative analyses, the number of interviews (individual or focus group) in which competencies were mentioned were also calculated. The frequency analysis was conducted separately for each question and overall for all questions (excluding questions where interviewers prompted respondents to discuss certain competencies).

A second quantitative analysis was conducted at the level of example behaviors for the competencies. One aim of this analysis was to identify commonalities among competencies. All behaviors were given unique codes by the four Tanzanian researchers. Each researcher then reviewed the others' codes and merged similar behaviors into a single code. Analyses were then conducted to assess the number of behaviors shared by any given pair of competencies. Pairs or groups of competencies were then identified where a high proportion of the total number of behaviors were shared between the two competencies. This analysis helped to provide the meaning of the competencies and to identify similarities and redundancy among them. Quantitative and qualitative descriptions were used to group and categorize competencies and integrated narrative analyses to produce the descriptions below.

## **3. Qualitative Study Findings**

### **3.1 Frequency of Competencies**

The results of the frequency analysis are presented first. Six competencies were mentioned most frequently by all three groups and also rated as important: respect, attentive listener, obedient, cooperative, clean, polite, and humble. Disciplined was mentioned more by teachers and parents than children, but was rated as the most important competency by 8 out of 21 teachers and 4 out of 10 parent focus group discussions. Some competencies were emphasized more by teachers than parents. For example, self-motivation was rated as important in 10 individual interviews with teachers but by only 1 parent focus group. Eight teachers rated curiosity as important and 4 rated self-belief as important; these two competencies were not rated as important by any parent, and each was mentioned by only one student. Parents were more concerned about trustworthiness than teachers, with 4 parent focus groups, but

no teacher, rating it as important. **Appendix D** provides the number of interviews or focus groups with parents, teachers, and pupils in which each competency was mentioned and rated as important.

### 3.2 Defining and Categorizing Competencies

Through an analysis of commonalities in the behavioral examples given by respondents, sets of competencies were grouped together. The first clear group of competencies was termed *social responsibility*. This category included four of the most frequently discussed competencies—*attentive listener*, *obedient*, *disciplined*, *polite*, and *humble*—that had many behaviors in common. Each competency had between 16 and 22 behavioral examples, and each pair of competencies in the group had between 4 and 7 behaviors in common.

The second group of competencies was termed *social relationships* and included competencies that involved interacting with others but were not part of the *social responsibility* competencies. Examples included *cooperation* and *being sociable*. A final category was termed *individual competencies*, consisting of competencies that can be demonstrated independently of others. It included competencies emphasized by teachers more than parents such as *curiosity*, *self-belief*, and *self-motivation*. The following description of participant responses is organized by these categories.

### 3.3 How Do Competencies Help Children in School?

We gained preliminary insight into the competencies that help children at school by examining differences in participant responses when they were asked, “What are the qualities you would like your child/student to develop in life?” and “What are the qualities that help a child to succeed at school?” Several parents responded to the second question by saying that the competencies that helped children in life were the same ones that helped them in school. These comments were supported by an analysis of the relative frequency of parent responses to the first two questions: no competency was mentioned much more frequently in responses to question 2 compared with question 1.

By contrast, teachers’ responses differed significantly between the two questions. Curiosity was mentioned by 17 teachers as being important for school but by only 4 teachers when initially asked about the importance of competencies for life in general. There were similar increases in frequency in response to the second question for being an *attentive listener* (16 teachers mentioned this in relation to schooling versus 10 in relation to life in general), being *self-directed* (15 vs. 6), being *hardworking* (10 vs. 2), and having *self-belief* (7 vs. 4). These four competencies were also those that were mentioned more frequently and valued more by teachers than by parents. Among competencies that were less frequently mentioned by teachers, a few were also mentioned in connection with schooling rather than with life in general: *time management*, *courageous*, *clever*, *seeking understanding*, and *having goals*.

Parents and teachers were also asked directly how different competencies helped children in school. Some responses referred directly to learning processes. Curiosity can help a child to “learn more” (School 1, Teacher 1). Being attentive helps a child take on board whatever is being taught, process it, and use it to improve their knowledge. When pupils are polite and calm in class they can remember what was taught to them. Several other competencies were identified as important for expanding the range of activities and experiences available to children. Teachers

said children who were daring and courageous could confidently engage in new learning activities. They also mentioned that being self-directed would allow a child to learn in a variety of ways to widen their understanding, and seeking understanding would help a child to learn many things and acquire the experiences they need in life. Pupils who were persistent could work on many tasks, which would give them a range of experiences required for life.

Parents and teachers frequently mentioned the importance of accepting feedback and changing one's behavior in response. This behavior was mentioned in connection with being an attentive listener, being truthful, being obedient, and having a fear of God. This behavior was perhaps behind the comment from a teacher that "talking freely and being transparent are important behaviors for learning and for studying in particular" (source needed). Certain competencies increase success at school by building relationships with others. Respondents said that a respectful child is favored by teachers and fellow pupils and therefore easily gets help in the class. Similar comments were made about trustworthy pupils. Teachers also said that when a child is curious it makes their work easier. In that way, "teachers will love the pupil and give them special attention in class" (School 2, Teacher 2).

### **3.4 Children's Perspectives on the Competencies That Help Them in School**

We analyzed responses from children relating to the second research question concerning the competencies that helped children adapt to school when they first arrived and the competencies that helped children to succeed in school once there.

#### ***Adapting to School***

The most common response was the positive experience of starting school, and it always related to other children: meeting friends and playing games with them such as football, netball, and jumping ropes. One child said, "I felt happy to have new friends" (School 2, Pupil 5). Children were also excited to be learning to read and write and to be getting educated in general. One said, "I love school because I want to be a doctor or a teacher" (School 2, Pupil 3). Several things in the school environment made children happy. Some children said they liked the chairs, desks, blackboard, books, and pencils in the classroom. Other children liked the school gardens, which looked attractive, and trees from which they could get fruit. A few children said they were happy about their teacher. One said, "I was happy to meet my teacher, I love her deeply from my heart" (School 2, Pupil 3).

The most common surprising or unpleasant things said about starting school related to teachers and other children. Some children were scared of the teacher, and many said they didn't like being punished or hit by their teachers. Children were surprised at how many other pupils there were in the school or their class. Some had not seen that many people in one place before. Children said they didn't like arguing with other children, aggressive pupils, and those who fought with them or hit them. Many children listed things in the school environment that frightened them, including a tree used for traditional rituals, snakes, flowers, a court near the school, a window, electric wires, a telephone transmitter, and a water tank. Many of these things were unfamiliar from their villages. Only a few negative responses related to learning. Some children said they found writing difficult. One child said, "at first I found it difficult to sit at a desk" (School 4, Pupil 1).

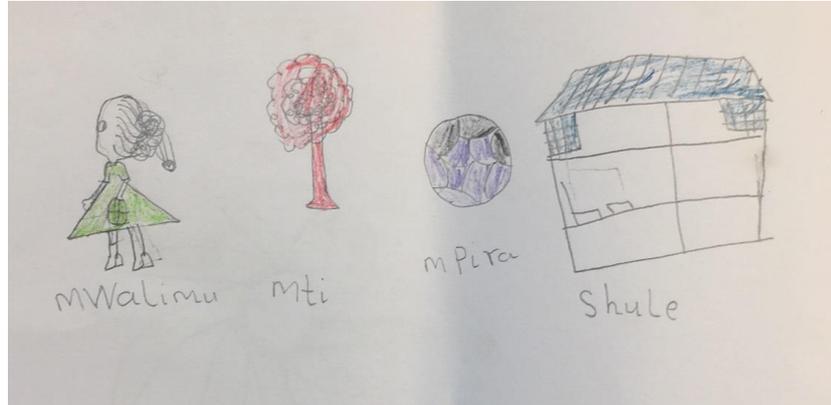
A selection of students' drawings, which illustrate the things they liked and disliked about starting school, are presented in **Figure 2**.

**Figure 2. Standard 1, 2, and 4 children's drawings about the things they liked and disliked when starting school**

**Likes**

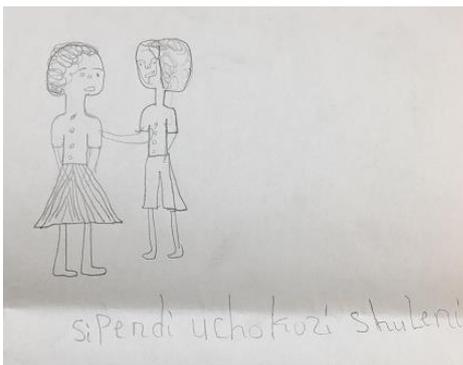


Playing football

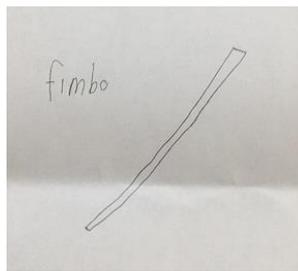


Teacher, Tree, Football, School

**Dislikes**



Bullying



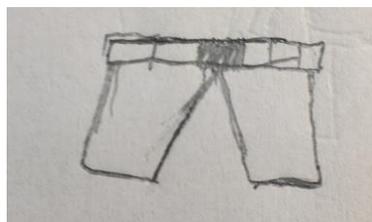
Teacher's stick



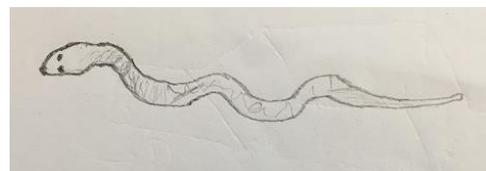
The flagpole



The window



Wearing shorts



Snakes

**Competencies for School Success**

Children shared indirectly the competencies and behaviors that are required for school success in two ways. Children reported on the things they did at home that helped them in school and the advice they were given by family members about their behavior at school. Children also mentioned the advice they would give to younger

children who were about to start school. A key piece of advice was to respect teachers, to “receive them” (meet them and carry their bags), to obey them, and to listen to them attentively in class. Many children stressed the importance of being polite and humble (*mpole*), and calm (*mtulivu*) in class. This was the advice they had for other children and also the advice they got from home: “My grandmother told me to be polite and humble in school, and so I am” (School 2, Pupil 3). One child said, “I was so polite, and all the teachers loved me” (School 3, Pupil 2). Several other children mentioned that the result of their behavior was that teachers “loved” them.

Often, being calm was mentioned alongside the importance of avoiding bad behavior. Some children stated that students should not talk too much, should not be arrogant, should not stare at people, should avoid abusive language (e.g., “do not insult someone else’s mother,” School 1, Pupil 2), should not fight or annoy others, and should not steal or feel jealous of others’ belongings. Children frequently mentioned the importance of having positive relationships with others. Children’s advice to younger peers was “to love teachers” (School 4, Pupil 2; School 3 Pupil 1) and “to love others and play and chat with them” (School 4, Pupil 5). One child said, “When you love your schoolmates they will love you too, and you will feel good in your soul” (School 2, Pupil 3).

Children also mentioned the importance of being disciplined and studying hard so that they become knowledgeable. Children advised their peers to “love writing and reading” (School 4, Pupil 2). Children advised others not to be lazy. A few mentioned the goal of studying hard—in one case to help parents later and in another “to succeed in life” (School 2, Pupil 1). Some advice revolved around being on time for class—not to be outside class when lessons are going on, to return promptly when sent on an errand, and to arrive at school and go home on time. Other individual competencies were mentioned less frequently. One child advised others to be confident, and two children mentioned the importance of being intelligent. Many children mentioned being clean and smart, bathing oneself and applying body oil, washing clothes, and keeping the school compound clean. One child said, “Being clean and smart helps me to understand better in the class” (School 2, Pupil 5). Another said they tried to “be clean to avoid corporal punishment” (School 1, Pupil 1).

### **3.5 How Do Competencies Develop at Home and at School?**

Parents and teachers were asked directly about the origin of competencies. In general, competencies were seen as being innate or else developed or affected by home life. For example, some parents said that respect is inborn: “You know you are not responsible for children’s souls. It was put by God himself, so it is their own decision to be what they want” (School 1, Focus Group Discussion [FGD] 1). However, other parents said that respect may be affected by having good or bad companions, an appropriate upbringing, or parental separation. Family break-up was a common theme in understanding the development of children’s competencies. For example, parents discussed how children differ in their level of attentiveness. This was attributed in part to the fact that divorce is common in the region, which disrupts families and leads to poor nurturing of children.

A frequent conversation among the parent focus groups was for one respondent to claim that a competency was in place at birth and for others to point to the role of children’s upbringing. This exchange took place for the competencies of both self-motivation and curiosity. Respondents mentioned that some competencies developed from others. One parent said, “Discipline is the genesis of other children’s

qualities” (School 1, FGD 2). Others said that when a pupil is disciplined they will have all the other qualities needed for success. Another said that “attentiveness is like a ‘safe box’ where all other qualities are found” (School 1, FGD 1). Similar comments were made by parents about how fear of God underpins all other qualities.

Parents and teachers also discussed how their own behavior can make a difference to children’s competencies. Many respondents mentioned the importance of a child’s upbringing. One teacher said, “Children start off with good behavior, which is then corrupted by a poor upbringing” (School 1, Teacher 4). Providing a role model and examples to children is important. Parents and teachers mentioned this strategy regarding respect. Parents also mentioned this in relation to being truthful and civilized. Parents and teachers also used verbal guidance to develop competencies, such as being polite and respectful, with verbal guidance. For example, parents said they explained to children the consequences of being disrespectful.

Some parents said that politeness and calmness can be developed through giving children chores to do at home. Reprimanding children can help develop respect. Both parents and teachers said they need to use physical punishment to ensure children are obedient. Other parents cautioned against the use of physical punishment, saying “when a teacher is too strict, children will develop a bad character” (School 1, FGD 1). Other punishments to encourage children to behave and greet people properly involved denying them meals. Parents and one teacher quoted a proverb, “*Mkaidi hafaidi hata siku ya idd,*” translated as “A disobedient child will not be given rewards even during festivals” (when giving children food and gifts is common) (School 4, FGD 1; School 3, Teacher 4). As a last measure, some parents threatened that they would incarcerate disobedient children in the village government office.

Both teachers and parents saw an important role for school in developing children’s obedience. One teacher said, “Teaching is a vocation and a call from God. Teachers need to fulfill their roles to mold children to be obedient” (School 1, FGD 1). Teachers said they dealt with misbehavior by sending cases to a class teacher or head teacher, by using punishments, such as corporal punishment, and sending for parents to discuss suspending a child from school.

Teachers gave several examples of how school can help develop curiosity. For example, teachers can relate what they learn at school with their home environment or they can conduct field trips, provide opportunities for children to ask questions, show appreciation for those who ask questions, ask children difficult questions that will make them think critically, and give children frequent assignments. One teacher said, “I discourage children from using the Makonde language at school to promote their curiosity to learn things in using Kiswahili” (School 3, Teacher 2).

School can develop children’s cooperation by allowing them to work in groups. Teachers also spoke of their attempt to encourage pupils to interact with each other and be sociable. Some teachers said they did this through jogging, the morning parade, and other physical exercises. Others said that pupils are given freedom to take part and interact in the morning parade activities. Some parents said that they wanted morning parade to be a daily routine as it is a source of discipline, respect and other qualities desirable for pupils.

### 3.6 Gender and Age

Most competencies were seen as important for both boys and girls, with a few exceptions. Most parents told us that girls need to be more obedient than boys, while teachers generally considered obedience to be equally important for both sexes. Several parents felt that boys should be more socially active than girls, and that boys should be more hard-working. A few parents expressed the opinion that boys are more self-directed than girls and achieved a higher level of understanding. One parent expressed the opposite opinion—that girls were more self-directed than boys.

Participants were asked how competencies developed with age from 4 years old to 8 years old. In general, participants said that competencies developed with age. This was mentioned in relation to obedience, politeness, attention, trustworthiness, and curiosity. Some competencies—such as trustworthiness—were described as being absent at 4 years but developing by 8 years. However, one parent said that you could see a child's qualities, even at a young age. This was described with a weather analogy: "You can tell it is going to be a good day from early in the morning" (School 1, Teacher 1). Some competencies were thought to decline with age. Teachers said that older children can be less self-confident than younger children and added that younger children can be more motivated and hard working. Other competencies manifested differently with age. For example, "With cooperation at age 4 they play together, at age 8 they work together" (School 1, FGD 1).

## 4. Qualitative Study Conclusions

The aim of this study was to characterize Tanzanians' perspectives on the social and emotional competencies children should develop and those that help them in school. The most apparent difference between responses in this study and the conceptual classifications of social and emotional competencies used to date was the overwhelming focus by adults in Mtwara on *social responsibility*. This was apparent in several ways. First, the competencies mentioned most frequently and valued most by teachers and parents were those associated with social responsibility, including being an attentive listener, being obedient, disciplined, polite and humble, and respectful. These competencies are demonstrated by children who fit in and do what is expected of them. The focus on social responsibility is well documented in sub-Saharan Africa. It is perhaps surprising that the focus on social responsibility persists even when respondents are discussing the competencies that promote learning. Parents especially said that the qualities of respect, obedience, attentiveness, and politeness were key to children's learning. For example, paying respect to the teacher can help a child receive more attention and support.

Second, it is worth noting that respondents were not initially directed to restrict their answers to social and emotional competencies rather than cognitive competencies. Interestingly, cognitive competencies were not mentioned frequently and did not feature in the 10 most mentioned competencies.

Third, even though several competencies were categorized as *individual*, those competencies were typically mentioned in the context of social relationships. For example, curiosity is an individual competence that has the potential to help an individual learn more about the world independently of others. Respondents acknowledged this function of curiosity, but also discussed its role in developing relationships between teachers and pupils. Curious pupils make teachers' work

easier, and consequently teachers will favor them in class. Similarly, confidence may be seen as a quality that aids self-reliance, and yet respondents also discussed this competency as helping cooperation; confident children are more able to help others and ask for help themselves. Being sociable was seen as a means for ensuring harmony and cooperation with others. Some behavioral examples of being sociable included “fulfilling responsibilities willingly” and “working wholeheartedly,” which closely relate to social responsibility. Similarly, being clever and knowledgeable was defined by some as “doing the right things.”

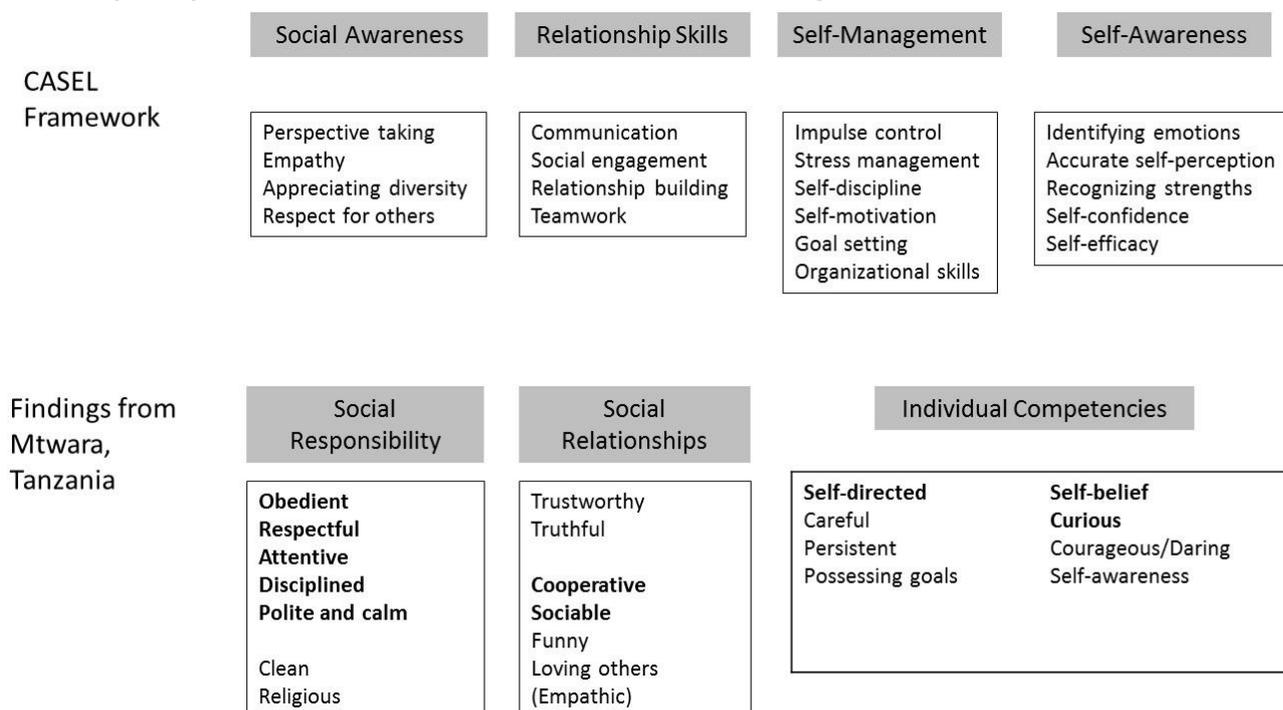
Fourth, children’s references to their behavior in the classroom were focused on the response of the teacher. Some children were pleased that teachers “loved” them as a result of their behavior. Advice given to other children to pay attention to the teacher was often motivated by the desire to avoid punishment. Only two children mentioned the goal of learning at school, and for one of them this goal was to support their parents in the future. It is not clear whether this finding is evidence of the cultural value of social relationships at school or that young children are particularly concerned with pleasing their parents and teachers. It is also worth noting that some children did mention that they enjoyed reading, writing, and drawing in class. However, taken together, these findings do suggest that social responsibility and social relationships loom large when adults and children discuss both interpersonal and individual competencies required for success in school.

A second theme in the responses we observed is that teachers and parents valued different competencies. The difference emerged in responses to questions about the competencies that were important for school. Teachers mentioned *curiosity*; being an *attentive listener*, *self-directed*, and *hardworking*; and having *self-belief* more in connection with schooling than they did in connection with life success in general. Although parents also valued being an *attentive listener*, the other four competencies were mentioned significantly more frequently by teachers than parents. One parent implied that devotion to Islam left little room for curiosity in children’s upbringing at home. These competencies valued more by teachers than parents are all concerned with individual development and learning more than with social responsibility.

One interpretation of the difference between the competencies valued by teachers and parents is that schools require a different set of competencies than those valued by the community. Using the theoretical framework presented in the introduction (e.g. Greenfield, 2009; Greenfield, 2016), one could argue that the values of schooling become integrated into society in general when education is widespread and becomes critical for economic productivity in the society. In this transition many values change, including a shift from social obligation to individual development. Culture in rural Mtwara has yet to make this shift and, until it does, there may be differences in the cultural values endorsed at home and at school.

In **Figure 3**, an analysis of how responses from participants in this study mapped onto the CASEL (2017) framework of social and emotional competencies is presented. There is a lot of overlap between the responses of participants in this study and the competencies outlined in the CASEL framework. Respondents differed mainly in placing a greater focus on social responsibility as compared to other aspects of social awareness and to individual competencies.

**Figure 3. The relationship between findings from the current study and the CASEL (2017) framework of social and emotional competencies**



**Bold text** indicates competencies mentioned frequently or rated as important.

Conclusions and implications of these findings are discussed in greater detail in Section 7, after the presentation of the findings from the quantitative study.

## 5. Quantitative Study Methods

### 5.1 Research Design

The aim of the quantitative study was to develop and evaluate an instrument to assess students' social and emotional competencies, as defined by participant communities. The first stage of the study involved finalizing the list of competencies to be assessed, based on those presented in **Figure 3** above. Next, a list of example behaviors was generated for each competency and refined through cognitive interviewing and pilot data collection. The final stage was to administer the questionnaire to teachers and parents in order to assess the SEL competencies of a sample of students in pre-primary and Standards 1 and 2. The data were analyzed to identify latent traits using exploratory factor analysis. The result was a set of social emotional competencies identified by the data and scores for each student on these competencies. These scores were used to compare competencies derived from the quantitative data with those generated in the qualitative study and also to describe the nature of social and emotional competencies more generally in the community. Specifically, the research questions were as follows:

1. To what extent do social emotional constructs derived from the quantitative data match those described by participants in the qualitative study (**Figure 3**)?
2. What is the correlation among social emotional competencies?

3. To what extent are parent and teacher ratings related?
4. Do all items effectively measure the latent trait? What is the ideal final version of the questionnaire?
5. How are social emotional competencies related to background factors such as age, gender, and home experience (e.g., parental separation, family size, parental education, and wealth)?

## 5.2 Sample Design

The study was based in the Mtwara Region of Tanzania, as was the qualitative study. Five districts in Mtwara were identified: Mtwara District Council, Mtwara Municipal Council, Newala, Nanyumbu, and Masasi. A sample of 25 schools (5 schools per district) was selected and visited during data collection. Schools were included in the study if they were accessible using public transportation and had at least two registered teachers across the three target grades (pre-primary, Standard 1, and Standard 2).

From schools meeting those criteria, the aim was to select a sample of 25% urban schools and 75% rural schools. An effort was also made to ensure that a range of class sizes was represented in the sample. Government data were used to classify schools as urban or rural for this sampling criterion, rural if they were more than 15 km from Mtwara city center. On this basis, 10 of the selected schools were urban, and 15 were rural. In addition, the research made classification of schools during the data collection process and labeled schools as urban, peri-urban, or rural based on the following criteria: proximity to a tarmac road, bus station, hotel, markets, shops, restaurants, and a secondary school; the availability of functional electricity in the school; and the number of ethnic groups found among the children attending the school. Using these criteria, 12 schools were classified as rural, 9 schools were classified as urban, and 4 schools were classified as peri-urban.

Pre-primary, Standard 1, and Standard 2 pupils were the main sampling unit used in this survey. Seven pupils from each of the target grades were selected from the respective class attendance list, as follows: using the total number of pupils in a class attendance register, a sample interval was generated to randomly identify pupils within the list. For each identified pupil, the data collector confirmed that the teacher knew the pupil well. If the teacher indicated that they did not know the pupil, the data collector went to the next name on the list until the teacher identified someone they knew well enough to answer questions about; then the data collector returned to the sample interval to select the next name from the list. In total, 513 pupils were sampled, 172 pre-primary pupils, 167 Standard 1 pupils, and 174 Standard 2 pupils. Of the 513 pupils, 251 were girls and 262 were boys. Pupils' ages ranged from 2 to 13 years, with nearly 85% of the pupils between 5 and 9 years old. Mean age of pupils was 5 in Pre-primary, 7 in Standard 1, and 9 in Standard 2.

It is important to note that no pupil interviews were conducted, but rather, parents and teachers of sampled pupils were interviewed. In total, 513 parents or caregivers were interviewed, of which 271 (about 53%) were mothers or women caregivers and

239 (about 47%) were fathers or men caregivers<sup>1</sup>. Of the teachers interviewed, 80% were women and 20% were men.

The research design and questionnaires for this study were reviewed and approved by the RTI International Review Board and by the Tanzanian Commission for Science and Technology. Individual informed consent was provided by all parents and teachers who were interviewed.

### 5.3 Questionnaires

Two questionnaires were developed and administered as part of this survey, one for parents and one for teachers. Both questionnaires were administered in Kiswahili using Tangerine, an electronic data collection software.

The first stage of questionnaire development included identifying a list of competencies to be assessed and generating 5–10 example behaviors for each competency to be assessed through piloting. The list of constructs was based mainly on those identified by the communities (**Figure 3**) with a few exceptions. *Discipline* was seen by the community as one of the most important constructs. However, participants struggled to suggest example behaviors that uniquely exemplified *discipline*. In most cases, the examples given frequently overlapped with *obedient* or *attentive listener*. Consequently, *discipline* was not included in the final list. *Clean and smart* (i.e., well presented) was also dropped because the questionnaire was too long and researchers judged that this construct was not a clear example of a social/emotional competency. The constructs of *empathy*, *persistence*, and *creativity* were all mentioned by communities in Mtwara, but were not the most frequently reported or highly valued constructs. However, they were included in the pilot list of constructs because of their theoretical importance in the literature. However, the questions for the creativity construct did not have good reliability in the pilot analysis and were subsequently dropped. Both *empathy* and *persistence* were included in the final list.

Pre-testing of the newly developed questionnaires occurred in two stages. First, questions were assessed through cognitive interviewing with parents and teachers. Cognitive interviewing is used to ensure that questions are interpreted by respondents as intended (Beatty & Willis, 2007). The data were analyzed and used to revise the questionnaires and English translations of the questions.

Next, a pilot was conducted on July 25—July 27. During the pilot, three researchers tested the questionnaires by selecting 30 pupils and interviewing their respective parents and teachers. In total, 60 interviews were conducted. The data were analyzed and used to finalize the questionnaires. Questions were excluded or revised if they had little variance (typically due to ceiling or floor effects) or if the item-rest correlation (correlation between the item and others in the same construct) was less than 0.3.

The first section of the questionnaires addressed background information. Parents were asked questions about the family's socioeconomic status, employment status, and educational background for the interviewee and spouse (if applicable), and

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<sup>1</sup> Note: 3 interviewees were recorded as “guardian” with no gender identified.

marital status. Teachers were asked about their educational background, relevant work experience, and the length of time teaching the relevant pupil.

The final parent questionnaire consisted of 71 questions and aimed to measure 13 different constructs as well as 22 background questions (**Appendix E**). The final teacher questionnaire consisted of 40 questions and aimed to measure 12 constructs as well as 8 background questions (**Appendix F**). **Table 2** lists the constructs and number of questions asked per construct for both questionnaires.

**Table 2. Questions for teacher and parent questionnaires**

	Parent Questionnaire	Teacher Questionnaire
Constructs	Number of Questions	Number of Questions
Background questions	22	8
Obedient	6	3
Curious	6	3
Respectful	4	2
Courageous	6	3
Cooperative	6	4
Self-directed/self-motivated	6	3
Attentive listener	5	5
Persistent	6	4
Polite and calm	6	3
Sociable	5	3
Careful	5	4
Empathy	6	3
Religious	4	0

The questions assessing each competency consisted of two parts. The first part was a yes/no question. For example: “Does (name of child) exchange ideas with elders?” The second part was asked if the answer to the first part was “yes”: “More than other children, less than other children, or about the same as other children?” The two parts of the question were combined to produce a single score ranging from 0 (for a “no” answer) to 3 (yes, more than other children). There were a small number of questions that were phrased negatively. For example: “Does (name of child) react angrily when s/he doesn’t get what s/he wants/ is told to stop doing something?” In these cases, the scoring was reversed and ranged from 0 (Yes, more than other children) to 3 (No). The result was that a higher score signified more advanced social emotional competencies for each question item.

#### **5.4 Data Collector Training**

Data collector training was held from August 7–11 in Mtwara, Tanzania. Training participants included locally contracted researchers and experienced data collectors

from across Mtwara Region and Dar es Salaam. The data collectors were trained to collect data electronically with tablets using Tangerine software. During the training, data collectors visited nearby schools to practice interview skills and to familiarize themselves with the tablets. Additionally, data collectors participated in one Assessor Accuracy Measure (AAM) test that examined their ability to accurately and correctly score and record data. To administer this test, scripts for both questionnaires were written and audio recorded. Data collectors listened to the recorded scripts and marked responses. The average data collector score for each questionnaire was 97%, which exceeded the 90% target score. Following the administration of the AAM, responses were reviewed and discussed as a group to reach consensus for areas of disagreement.

## 5.5 Data Collection

Data collection was conducted over the course of 10 days from August 11–22. A team of three data collectors visited a school for two consecutive days. Each data collector was assigned a grade (i.e., Pre-primary, Standard 1, or Standard 2) and conducted all parent and teacher interviews respective to that grade. Interviews were conducted in a designated quiet location on school grounds.

On the first day, the data collectors sampled pupils, worked with the head teacher to contact parents of sampled pupils, and completed the teacher interviews. Each teacher was interviewed for all the pupils from the grade(s) they taught. In schools that had one teacher per grade, each teacher was interviewed seven times consecutively by one data collector. In some schools, a single teacher teaches more than one grade (e.g., a teacher teaches Pre-primary and Standard 1). In these cases, the teacher was interviewed for 14 pupils consecutively by two different data collectors. In other cases, a grade had more than one stream and therefore, had more than one teacher. In these cases, both teachers were interviewed by one data collector (i.e., one teacher answered four questionnaires and the other teacher answered three questionnaires). On the second day of each school's visit, the data collectors interviewed parents of sampled pupils. Parents were asked to come to school at a pre-determined time to be interviewed. Pupils were re-sampled on day 2 as necessary if parents of originally sampled pupils were unable to come to the school to be interviewed. Re-sampled pupils' parents were contacted and asked to come in during the afternoon on day 2 to be interviewed.

## 5.6 Analysis

### *Exploratory Factor Analysis*

The first stage of the analysis was to identify latent constructs in the data, separately for teacher and parent assessments. To this aim, the data were analyzed and factors were extracted using a principal axis factor analysis with an oblique rotation. The factor analysis was performed using Mplus (Version 7.4). Separate analyses determined the number of factors for the parent ratings and the teacher ratings.

Several indices were evaluated to determine the number of factors present in the items. Specifically, the following indices were evaluated: a scree plot, size of eigenvalues, model fit indices, rotated factor loadings, potential cross loadings, and interpretability. The scree plot (Cattell, 1966) was analyzed to determine the number of factors by deciding at what point the "bend" in the eigenvalue curve occurs. The size of the eigenvalues was compared to the Kaiser-Guttman criterion (Kaiser, 1960), which indicates factors worth interpreting are any eigenvalues above 1.0. The final

criterion for determining the number of factors, was interpretability of the identified factors. This criterion allows for theory to guide the interpretation of the identified factors.

The standardized factor loadings were analyzed to determine which items loaded on which factors. It was decided to interpret factor loadings when standardized loadings were at or above .30 on a particular factor and did not cross load on other factors. Variables with cross loadings were removed and the analysis was rerun until a final, interpretable solution was present.

### ***Determinants of Social Emotional Competencies***

The exploratory factor analysis produced 7 parent factors and 4 teacher factors, each representing a social emotional competency. Multiple regression equations were constructed to determine which of the background variables were related to each competency. The variables included in the analyses were age, gender, socio-economic status (SES), parental education, parental marital status, parents living together, parental formal employment, and urban, peri-urban or rural location of school. All variables were initially included in regression models. The least significant variable ( $p > 0.05$ ) was removed one at a time in an interactive stepwise procedure.

### ***Hierarchical Cluster Analysis***

The aim of the hierarchical cluster analysis was to identify how social emotional competencies identified distinct groups of students in the sample. The analysis was conducted only with parent factors, which gave the most detailed information about students. Hierarchical clusters were generated using Ward’s (1963) linkage method. The Calinski-Harabasz criterion (Calinski & Harabasz, 1974) suggested the optimal number of clusters was two—representing students with high and low levels of social emotional competencies overall. However, we chose a cluster solution that provided a more useful categorization of students (Halpin, 2016) based on six clusters.

## **6. Quantitative Study Findings**

### **6.1 Background Variables**

As previously mentioned, the pupil sample for the quantitative research was split evenly among boys and girls and across the target three grades (e.g., Pre-primary, Standard 1, and Standard 2). As shown in **Table 3**, 75% of sampled pupils had attended pre-primary (or were currently attending), and of those pupils, the majority attended for only one year.

**Table 3. Pupil demographics on pre-primary attendance**

<b>Demographics</b>	<b>Levels</b>	<b>% of Students</b>
Has (name) studied in pre-primary? (n=477)	No	25.2%
	Yes	74.6%
	Refused	0.2%

Demographics	Levels	% of Students
How many years did your child attend pre-primary school? (n=356)	<1 Year	56.5%
	2 Years	39%
	3 or More	4.5%

**Table 4** provides demographics that describe the typical home conditions for sampled pupils. Very few pupils (fewer than 20%) were categorized as having high SES. Large proportions of pupils were in the low- and mid-SES categories, meaning most of the pupils lived in homes without electricity built from mud and grass. A majority of pupils' parents were married (83%) and lived together (66%); however, about 34% of pupils lived with only one biological parent, and the most common reason (65%) given for biological parents not living together was divorce. The majority of sampled pupils lived in a household with two to three children.

**Table 4. Demographics related to home conditions**

Demographics	Levels	% of Parents
Wealth/Socio-economic status	Low	41.5%
	Mid	38.7%
	High	19.8%
Are you currently married? (n=475)	No	17.3%
	Yes	82.7%
Do the parents of (name) live together? (n=475)	No	34.1%
	Yes	65.9%
How many household members are 18 years old or younger? (n=475)	None	4.4%
	One	18.5%
	Two	28.2%
	Three	25.1%
	Four	16.4%
	Five	3.4%
	Six or more	4%

**Table 5** presents parents' demographics. Of the parent respondents, half were mothers or women caregivers and half were fathers or men caregivers. Nearly half of parents responded that they lived in rural settings. The majority of respondents and their spouses were farmers (about 75%) and tended to have lower levels of

education; about 65% of respondents and spouses had only finished primary school as the highest level of education.

**Table 5. Parent demographics**

Demographics	Levels	% of Parents
Urban ( <i>n</i> =477)	Rural	47.8%
	Urban	36.1%
	Peri-Urban	16.1%
What is your relationship to (name)? ( <i>n</i> =477)	Mother	40.5%
	Father	40.3%
	Aunt	2.7%
	Uncle	1.9%
	Grandmother	6.3%
	Grandfather	2.9%
	Other	5.5%
What is your highest level of academic education? ( <i>n</i> =477)	None	9.9%
	Not finished primary	12.8%
	Finished primary	63.9%
	Form 4	9.9%
	Form 6	0.2%
	Certificate	1.7%
	Diploma	0.8%
	Bachelor's degree	0.8%
Are you currently employed? ( <i>n</i> =477)	No	94.1%
	Yes	5.9%
What is your main occupation? ( <i>n</i> =477)	Farmer	71.3%
	Business person	15.3%
	Housework	3.6%
	Office worker	6.7%
	Other	3.1%
What is your spouse's highest level of academic education? ( <i>n</i> =394)	None	8.4%
	Not finished primary	9.4%
	Finished primary	67.6%

Demographics	Levels	% of Parents
	Form 4	9.4%
	Form 6	0.3%
	Certificate	1.5%
	Diploma	1.8%
	Bachelor's degree	1.3%
	Don't know/Refused	0.5%
Is your spouse currently employed? (n=394)	No	90.9%
	Yes	8.9%
	Don't Know/ Refused	0.3%
What is your spouse's main occupation? (n=394)	Farmer	68.4%
	Business person	1.3%
	Housework	13.2%
	Office worker	4.8%
	Fisherman	8.7%
	Other	3.6%

**Table 6** presents demographics for the sampled pupils' teachers. While the majority of teachers held a certificate (nearly 60%), another large proportion indicated only Form 4 as their highest level of education (nearly 30%). The largest proportion of teachers indicated having more than 15 years of experience (36%). About 80% of the teachers indicated having taught the pupil they were answering questions about for more than 6 months. This was important as the teacher needed to know the pupil well and be familiar with the pupil's behaviors in order to provide accurate responses.

**Table 6. Teacher demographics**

Demographics	Levels	% of Teachers
What was your highest level of academic education? (n=475)	None	0.2%
	Less than form 4	3.6%
	Form 4	28.6%
	Form 6 completion	0.2%
	Certificate	58.5%
	Diploma	7.6%
	Bachelor's degree	1.3%
	Less than 1 year	2.3%

Demographics	Levels	% of Teachers
How many years have you been teaching? (n=475)	1–5 years	23.3%
	5–10 years	16.9%
	10–15 years	21.6%
	More than 15 years	35.8%
How many years have you been teaching at this school? (n=475)	Less than 1 year	6.1%
	1–5 years	51%
	5–10 years	17.8%
	10–15 years	17.5%
	More than 15 years	7.6%
How many months have you been teaching the student? (n=475)	0–2 months	6.5%
	3–6 months	15.8%
	7–12 months	60.2%
	12 or more months	17.5%

## 6.2 Socio-Emotional Learning Outcomes

Students were given a total score for each competency, a sum of the score for each item within the competency, with a maximum score of 3 for each item.<sup>2</sup> For example, there were six items for the *obedience* category and the maximum score was 18.

**Table 7** provides the mean scores per competency along with each competency's maximum score for the parent questionnaire.

Parents scored pupils' highest for the following competencies: *careful*, *sociable*, and *attentive*. Pupils' scores were lowest on *respectfulness*. **Appendix G** provides a breakdown of pupils' scores on competencies by age (e.g., 6 and younger, 7, 8 and older) and by gender. Pupils' scores did not differ across the three age groups. While girls were scored slightly higher in some competencies, such as *careful* and *empathetic*, overall, scores were comparable across boys and girls.

**Table 7. Parent questionnaire total rating scores for each competency (N=477)**

Parent Questionnaire Competencies	Max Score	Mean and Standard Deviation (% of max)
Obedient	18	72.4 (22.2) %
Curious	18	56.8 (28.7) %
Respectful	12	58 (29.1) %
Courageous	18	49.4 (21.6) %
Cooperative	18	72.4 (15.3) %

<sup>2</sup> For negatively worded questions, an inverse scale was used such that each response still received a positive value.

Parent Questionnaire Competencies	Max Score	Mean and Standard Deviation (% of max)
Self-directed/self-motivated	18	62.4 (22.9) %
Attentive	15	72.4 (22.4) %
Persistent	18	59.5 (21.5) %
Polite	18	66 (22.7) %
Sociable	15	73.4 (14.8) %
Careful	12	81.7 (29.5) %
Empathetic	18	71.5 (21.2) %
Religious	9	62.2 (32) %
Total score	207	65.8 (15.1) %

**Table 8** provides the competencies included on the teacher questionnaire alongside each competency's maximum score and sampled pupils' mean score. Teachers scored pupils highest on *respectfulness* and *obedience* and lowest on *curiosity* and *courageousness*. This is interesting given that parents scored pupils lowest on *respectfulness*.

Breakdowns of pupils' scores on the teacher questionnaire by age and by sex are provided in **Appendix H**. As with the parent questionnaire, pupils were comparable across age groups and gender. Girls received slightly higher scores on a number of competencies such as obedience, self-directed, and careful.

**Table 8. Teacher questionnaire total rating scores for each competency (N=477)**

Teacher Questionnaire Competencies	Max Score	Mean and Standard Deviation (% of max)
Obedient	9	68.6 (23.7) %
Curious	9	44.6 (29.6) %
Respectful	6	68.1 (23.9) %
Courageous	9	42.4 (32.8) %
Cooperative	12	68.5 (20.3) %
Self-directed/self-motivated	9	58.8 (33.7) %
Attentive	15	62.9 (23) %
Persistent	12	74.4 (25.3) %
Polite	9	65.2 (26.4) %
Sociable	9	66.9 (24.1) %
Careful	12	59.6 (28.9) %
Empathetic	9	59.8 (24.9) %
Teacher total score	120	62 (19.6) %

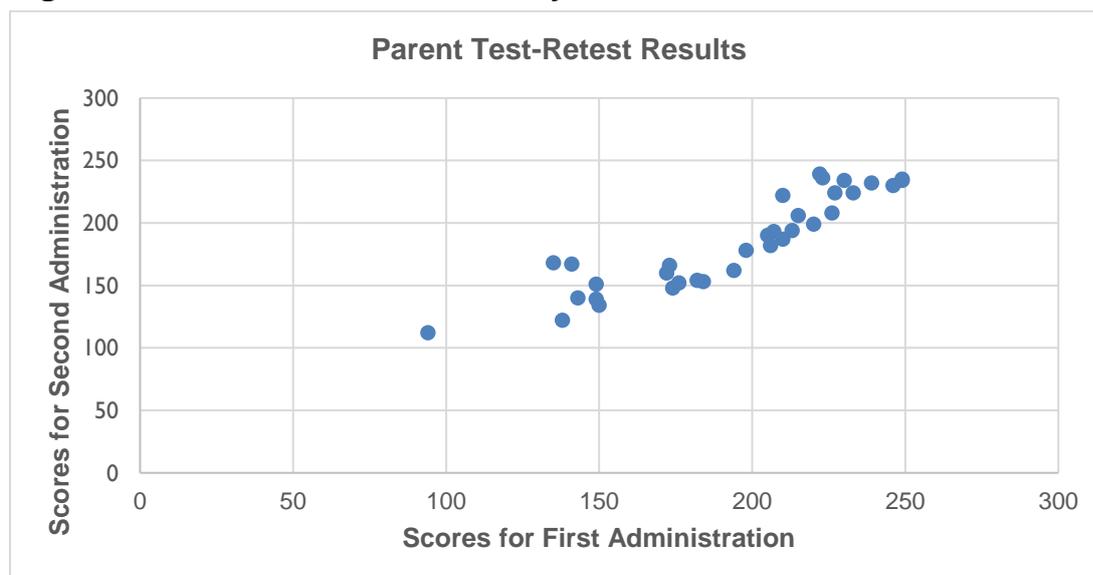
Overall, teachers tended to score pupils lower across all competencies. This may be because teachers were more likely to compare each pupil relative to all the pupils in the class, whereas a parent’s point of comparison might have included fewer children (such as just the children in their immediate household or extended family). Additionally, parents might have been more likely to think positively of their own child, while teachers provided a more objective opinion of a pupil’s ability. Further, parent scores had a wider spread (larger standard deviation) than the teachers’ scores, meaning their responses were more varied. This could be because teachers responded to multiple questionnaires in a row for the sampled pupils from their classes, so there is a chance that teachers provided similar responses across a group of students.

### 6.3 Test-Retest Reliability Analysis

Reliability refers to the consistency of results for an instrument (i.e., the degree to which an instrument produces the same scores when applied in the same circumstances). One measure of consistency is test-retest reliability. In this procedure, a single instrument is administered to the same group of participants at two different points in time. If participants provide similar responses at both time points, the strong relationship between their responses shows that the measure is stable, consistent, and reliable over time. For the current study, SEL questionnaires were administered twice to the same set of 34 parents and 34 teachers (with each administration being separated by only a few days).

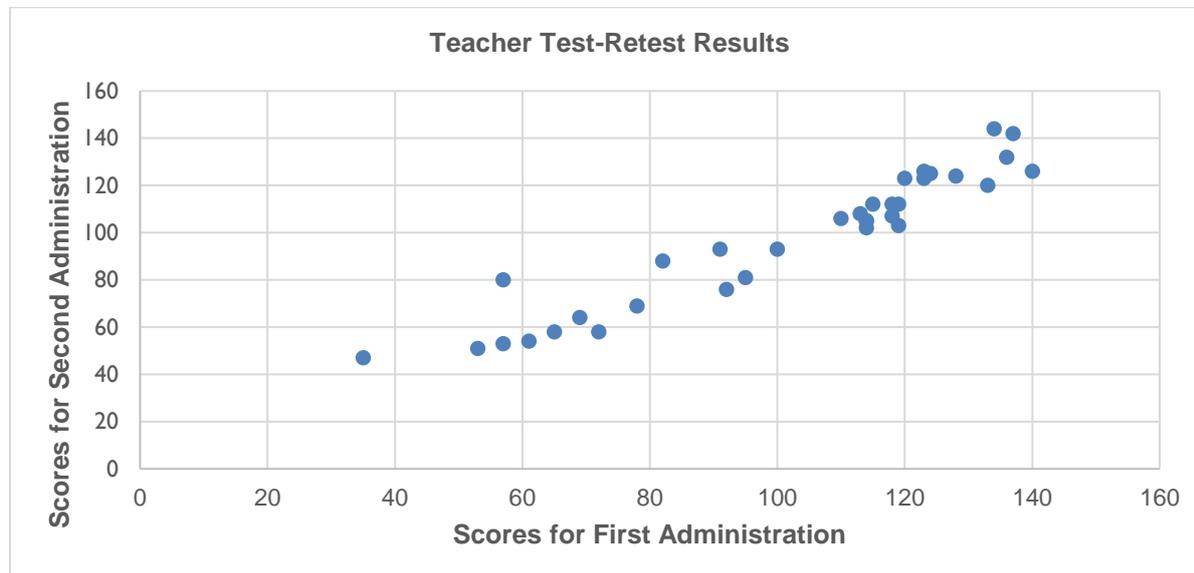
The results from the parent questionnaire are displayed in **Figure 4**. The x-axis (horizontal) displays the parental scores from the first administration, and the y-axis (vertical) displays the results from the second administration. This figure shows that parental results were consistent over time (i.e., those with higher scores on the first day tended to have equally high scores on the second administration, while those with lower scores on day 1 tended to have equally low scores during the follow-up). The correlation between the two scores was 0.91, which is considered strong.

**Figure 4. Parent test-retest reliability results**



Results from the teacher questionnaire are displayed in **Figure 5**. The interpretation of this figure is the same as that of **Figure 4**, and it once again clearly shows that parental results were consistent over time. The correlation between the two scores was 0.95 which provides evidence of strong reliability for this instrument over time.

**Figure 5. Teacher test-retest reliability results**



Overall, both the parent and teacher questionnaires were found to be stable over time, providing strong evidence of test-retest reliability.

## 6.4 Factor Analysis Results

### Parent Factors

The scree test indicated the appropriate number of factors were between 4 and 10. Next, the initial eigenvalues were reviewed. The first 15 factors had eigenvalues above 1.0 and the 16th factor had a value close to 1 at 0.961. Based on the Kaiser-Guttman criterion (Kaiser, 1960), the first 15 factors should be interpreted. An 8-factor solution provided the most interpretable results. After removing some ill-fitting items and re-running the analysis, we found that a 7-factor solution provided the best results. There were no cross loadings present, and all items loaded strongly on to a particular factor. In addition, each factor was interpretable. Next, the model fit indices of root mean square error of approximation was reviewed against typically acceptable values for the seven-factor structure. We found that the fit statistics were acceptable in all areas.

The final factor structure eigenvalues and variance explained is shown below in **Table 9**.

**Table 9. Parent 52-item final 7-factor solution: Eigenvalues and variance explained**

Factor	Eigenvalue	Variance Explained	Cumulative Variance
Obedient	15.022	29%	29%

Factor	Eigenvalue	Variance Explained	Cumulative Variance
Curious	4.032	8%	37%
Conscientious	3.347	6%	43%
Emotional regulation	2.418	5%	48%
Sociable	1.964	4%	52%
Polite	1.586	3%	55%
Religious	1.388	3%	58%

### ***Teacher Factors***

The scree test indicated the appropriate number of factors were between four and six. Next, the initial eigenvalues were reviewed. The first five factors had eigenvalues above 1.0 and the sixth factor had a value close to 1 at 0.978. Based on the Kaiser-Guttman criterion (Kaiser, 1960), only the first five factors should be interpreted. The five-factor solution was excluded because only two items loaded uniquely on the fifth factor. A total of 14 items were removed from the four-factor solution because of poor fit. The model fit statistics for the final four-factor solution were reevaluated and were all within acceptable values for the newly estimated model.

Therefore, it was decided to move forward with a four-factor structure. The final factor structure eigenvalues and variance explained is shown below in **Table 10**.

**Table 10. Teacher items eigenvalues and variance explained**

Factor	Eigenvalue	Variance Explained	Cumulative Variance
Conscientious	13.214	51%	51%
Curious	2.543	10%	61%
Obedient	1.539	6%	67%
Sociable	1.071	4%	71%

### ***Composition of Factors***

**Conscientious:** For both parent and teacher factors, *conscientious* was mostly comprised of questions previously categorized as *self-directed/self-motivated* (5 and 3 respectively for parents and teachers), *careful* (3 and 2 respectively), and *persistence* (3 and 2 respectively).

**Obedience:** For both parents and teachers, the *obedience* factor is derived from questions that were intended to be associated with *obedience* (5 and 2, respectively). In the teacher factor, 3 questions were previously categorized as *polite*, while the remaining questions were labeled as *careful*, *attentive*, and *empathy*. In the parent factor, one question was previously categorized as *respect*.

**Courageous:** The *courageous* factor, present for both parents and teachers, is a result of questions previously associated with *courage* (6 and 2 respectively) and *confidence* (2 and 1 respectively).

**Sociable:** For parents, *sociable* is derived of mostly questions that were previously labeled as *social* (4) and *cooperation* (3). One question was previously categorized as *empathy*. For teachers, this factor is a result of questions previously labeled as *social* (1), *respect* (1), and *cooperative* (1).

**Polite:** *Polite*, a factor only present for parents, is mostly made up of questions that were categorized as *polite* (4). One question was previously associated with *empathy*, and one question was previously associated with *cooperation*.

**Religious:** All three questions for this factor, which is only present for parents, were all previously categorized as *religious*.

### **Correlation among Factors**

**Table 11** shows the correlations among the 7 parent factors and 4 teacher factors. For parent factors, there were relatively high correlations among the *obedient*, *conscientious*, *sociable*, *polite*, and *religious* factors. *Emotional regulation* was not strongly correlated with any other factor, with the highest correlation being .26 with *obedient*. *Curious* had reasonable correlations with the (0.30 – 0.42) other factors, except for *sociable* and *emotional regulation*. All of the correlations between pairs of teacher factors were statistically significant. Only the correlation between *sociable* and *obedient* was low (0.16).

Correlations suggest reasonable agreement between parents and teachers. The correlation was moderate (0.30) and significant between overall parent and teacher scores. The highest correlations among parent-teacher factor pairs were for factors targeting the same constructs. For example, the parent *curious* factor had a significant (0.21) correlation with the teacher *curious* factor. Only the teacher *sociable* factor lacked significant correlation with the parent equivalent. The agreement between teachers and parents in ratings of students' *conscientiousness*, *curiosity*, and *obedience* provides some support for the validity of these factors.

**Table 11. Correlations among parent and teacher factors**

		Parent Factors	Teacher Factors	Conscientious	Emotional Regulation								
		Obedient	Curious			Sociable	Polite	Religious	Conscientious	Curious	Obedient	Sociable	Parent Overall
Parent Factors	Obedient	1	0.32429	0.60434	0.26279	0.57481	0.33526	0.37008	0.24952	0.16263	0.23134	0.13426	0.7952
			<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	0	<.0001	0.002
	Curious	0.32429	1	0.4202	-0.0195	0.12707	0.30204	0.30405	0.23133	0.21301	0.12377	0.12883	0.5333
		<.0001		<.0001	0.659	0.004	<.0001	<.0001	<.0001	<.0001	0.005	0.004	<.0001
	Conscientious	0.60434	0.4202	1	0.14817	0.54251	0.37198	0.51445	0.28193	0.20892	0.2215	0.1214	0.88315
		<.0001	<.0001		0.001	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001	0.006	<.0001
	Emotional Regulation	0.26279	-0.0195	0.14817	1	0.12661	-0.09322	0.17585	0.08113	-0.00558	-0.01813	0.05798	0.21043
		<.0001	0.659	0.001		0.004	0.035	<.0001	0.066	0.9	0.682	0.19	<.0001
	Sociable	0.575	0.12707	0.54251	0.12661	1	0.46553	0.41637	0.10818	0.03941	0.14844	0.0619	0.71981
		<.0001	0.004	<.0001	0.004		<.0001	<.0001	0.014	0.373	0.001	0.162	<.0001
	Polite	0.33526	0.30204	0.37198	-0.09322	0.46553	1	0.26546	0.10756	0.09154	0.11976	0.11555	0.54743
		<.0001	<.0001	<.0001	0.035	<.0001		<.0001	0.015	0.038	0.007	0.009	<.0001
	Religious	0.37008	0.30405	0.51445	0.17585	0.41637	0.26546	1	0.17392	0.13412	0.18211	0.10999	0.67388
		<.0001	<.0001	<.0001	<.0001	<.0001	<.0001		<.0001	0.002	<.0001	0.013	<.0001

(Pearson Correlation Coefficients Prob > |r| under H0: Rho=0)

## 6.5 Determinants of SEL outcomes

Regression models were created to analyze potential relationships between pupil characteristics to the outcome variables, the social and emotional competency factor scores. **Tables 12** and **13** present findings that support connections between certain characteristics of pupils and their social and emotional competencies.

**Table 12. Regression models: Parent scores**

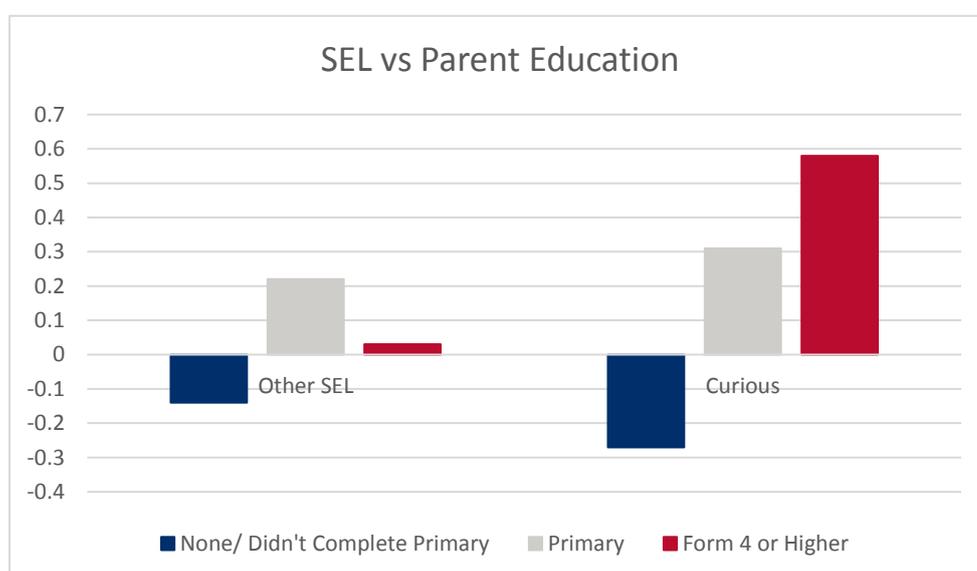
	Response Variable	Pupils' Overall Score	Obedient	Curious	Conscientious	Emotion	Sociable	Polite	Religious
Questions	Covariates	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate
Pupil's age	Age	0.1**	0.07**	0.03	0.15**	0.01	0.02	-0.01	0.06**
Pupil's gender	Boys	-	-	-	-	-	-	-	-
	Girls	0.27**	0.28**	-0.11	0.2**	0.09	0.29**	0.19**	0.19**
Parent's highest school level	None	-	-	-	-	-	-	-	-
	Primary	0.27**	0.16	0.38**	0.12	0.09	0.15	0.28**	0.25**
	Standard 4 or Higher	0.07	-0.13	0.63**	-0.06	0.14	-0.15	0.28**	0.15
Do parents live together?	No	-	-	-	-	-	-	-	-
	Yes	0.22**	0.08	0.16	0.13	-0.05	0.17**	0.12	0.29**
	Constant	-1.17**	-0.77**	-0.61**	-1.32**	-0.19	-0.51**	-0.31	-0.92**

\*\*Significant at a *p*-value of .05.

\*Significant at a *p*-value of .01.

**Table 12** shows the regression estimates for parent ratings. In general, parents scored older children higher than younger children. This relationship was strongest for *conscientiousness*, and also significant for *obedient* and *religious*. The largest effect in the data was the relationship between parental education and curiosity (see **Figure 6**). Parents who had attended Form 4 had children who scored a full standard deviation ( $0.38 + 0.63 = 1.01$  SD) higher on *curiosity* than the children of parents who had not completed primary school. Parental education was also associated with *politeness*. Girls scored higher than boys in *obedience*, *conscientiousness*, *being sociable*, *polite*, and *religious*. Pupils whose parents lived together scored higher overall (.22 SD) and were also be rated as more *sociable* over pupils living with only one biological parent.

**Figure 6. Relationship between parental education and overall SEL scores other than curiosity**



**Table 13** presents regression models for pupils' social and emotional scores as rated by teachers. The first model represents the significant covariates for overall scores that teachers rated pupils. Pupils' age, urbanicity, gender, and the teacher's education level each had a significant impact of student's socio-emotional total score at a .01 threshold.

**Table 13. Regression models: Teacher scores**

	Model Response Variable	Pupils' Overall Score	Conscientious	Curious	Obedient	Sociable
Question	Covariates	Estimate	Estimate	Estimate	Estimate	Estimate
Pupil's age	Age	0.12**	0.12**	0.1**	0.08**	0.05
Urban	Rural	-	-	-	-	-
	Urban	0.09	0.09	0.23**	0	0.06
	Peri-Urban	0.49**	0.49**	0.24**	0.34**	0.23**

	Model Response Variable	Pupils' Overall Score	Conscientious	Curious	Obedient	Sociable
Pupil's gender	Girls	-	-	-	-	-
	Boys	0.19**	0.16	0.11	0.22	0.09
Teacher's highest school level	None	-	-	-	-	-
	Primary	0.22**	0.2	0.1	0.16	0.16
	Form 4 or Higher	0.38	0.33**	0.29**	0.27	0.12
	Constant	-1.25**	-1.18**	-1**	-0.84**	-0.28

\*\*Significant at a  $p$ -value of .05.

\*Significant at a  $p$ -value of .01.

Across all the teacher models, the urbanicity variable had a key impact on the factor scores. Urban schools and communities tend to have more resources that allow pupils to excel and develop social and emotional skills. However, it is interesting to note that a child living in a peri-urban setting, given all other covariates (age, gender, and parent's level of education) are held constant, would score .49 higher than a child living in an urban or rural setting. As mentioned earlier in this report, rural and urban communities tend to value different competencies, and often, there are noticeable changes in behaviors when there is a shift from rural to urban. Because peri-urban communities tend to have a mix of both urban and rural characteristics, it is not surprising that pupils living there possess traits that are common to both settings and therefore, score higher overall across social and emotional competencies.

If a teacher had at least a primary-level education, then the pupil's overall score increased; however, this was only significant if a teacher had a primary-level education for the teacher's full score model. As teachers' education levels increased, so did pupils' score for conscientious and curious. One explanation for this relationship is that more educated teachers were better at developing *conscientiousness* and *curiosity* in children. Another explanation is that more educated teachers were more likely to give children high scores on these competencies, perhaps because the teachers valued these competencies and look for them in children.

## 6.6 Cluster Analysis

**Table 14** summarizes scores on parent factors and age and gender for the six clusters produced by hierarchical cluster analysis. *Polite*, *curious*, and *emotional regulation* were the only factors that differentiated among clusters, and thus the scores for these factors are summarized in the table. The "other" category represents the mean of the other four factors (*obedient*, *conscientious*, *sociable*, and *religious*).

**Table 14. Social and emotional competencies, age, and gender for six clusters**

Cluster	$N$	Other		Polite		Curious		Emotional Regulation		Age (yrs)		Girls
1	59	1.15	(0.35)	0.80	(0.68)	0.64	(1.03)	0.50	(0.56)	7.15	(1.94)	54%
2	61	0.68	(0.28)	0.77	(0.64)	0.29	(0.72)	-0.77	(0.92)	7.57	(2.23)	60%

Cluster	N	Other		Polite		Curious		Emotional Regulation		Age (yrs)		Girls
3	161	0.05	(0.34)	-0.01	(0.67)	0.37	(0.67)	0.09	(0.75)	7.09	(1.86)	47%
4	121	-0.31	(0.34)	-0.83	(0.47)	-0.63	(0.66)	0.20	(0.62)	7.30	(1.91)	50%
5	48	-0.38	(0.33)	0.65	(0.52)	-0.49	(0.77)	-0.22	(0.73)	6.69	(1.64)	49%
6	63	-1.04	(0.45)	-0.46	(0.69)	-0.27	(0.75)	-0.62	(0.63)	6.59	(1.52)	34%

**Table 15** provides summary descriptions for each factor, based on the data presented in **Table 14**. The cluster results suggest that scores on the *curious* factor are relatively independent of the other factors. For those with high overall scores, it is possible to have a higher score on the *curious* factor (Cluster 1) or a moderate score (Cluster 2). Another cluster emerged (Cluster 3) where overall scores were average but the score on the *curious* factor was higher. *Emotional regulation* was also independent of other factor scores. Among students with high overall scores, some had good *emotional regulation* (Cluster 1) and others had poor *emotional regulation* (Cluster 2). Among the students with poor overall scores, one cluster (Cluster 4) had better *emotional regulation* than the other two clusters (5 and 6). Another group of students had poor overall scores but was related as more *polite* (Cluster 5).

**Table 15. Summary descriptions of cluster characteristics**

Cluster	Summary of Social Emotional Competencies	Age and Gender
1	High overall	Average
2	High overall, moderate curiosity and poor emotional regulation	Older, more girls
3	Average overall, moderate curiosity	Average
4	Poor overall, moderate emotional regulation	Older
5	Poor overall, polite	Younger
6	Very poor overall	Younger, more boys

## 7. Conclusions

### 7.1 Quantitative Study Conclusions

The results of the quantitative study effectively address the research questions. The first question was whether quantitative data supported the existence of constructs identified in the qualitative interviews. There were several factors in common to the two studies. *Obedient*, *sociable*, and *curious* factors emerged from both teacher and parent ratings and were valued by participants in qualitative interviews. *Polite* and *religious* were two additional factors emerging from parent quantitative data analysis that were valued in qualitative interviews. There were a number of constructs from the quantitative instrument that did not emerge as factors in the analysis. These included: *respectful*, *courageous*, *cooperative*, *self-directed/self-motivated*, *attentive listener*, *persistent*, *empathic*, and *careful*. All of these traits contributed some items to other factors.

Two factors emerged that did not map closely onto original target constructs: *emotional regulation* and *conscientious*. *Conscientious* consisted of questions previously categorized as *self-directed/self-motivated*, *careful*, and *persistence* while *emotional regulation* contained elements of *polite*, *obedient*, *persistent*, *self-directed/self-motivated*, and *careful*.

Overall, the factors in the parent questionnaire were contributed to by 46 of the 71 items in the original questionnaire. For the teacher questionnaire, 26 of the original 40 items contributed to the factors. **Appendix A** shows suggested final versions of the questionnaire based on the reduced number of items.

There was moderate correlation among different factors. *Emotional regulation* was a clear exception, having low correlations with most other factors. There was reasonable agreement between parents and teachers, where similar factors emerged, with the exception of the *sociable* factor. It is possible that some competencies (*emotional regulation*, being *sociable*) are more evident at home than in the classroom. Results of the hierarchical cluster analysis suggested that the *emotional regulation* and *curious* factors were most influential in identifying sub-groups of students, suggesting these two factors were relatively independent of the others.

There were some significant relationships between background variables and social emotional competencies. Most competencies increased significantly with age. Parental SES and education were not significantly related to most competencies. The exception was *curiosity*, which was rated significantly higher among the children of wealthier and more educated parents.

## 7.2 Overall Conclusions

Overall conclusions are discussed according to two broad lines of inquiry from the two studies:

1. What is the best approach to developing measures of social emotional competencies in a new context?

The constructs included in a new assessment instrument can be derived from one of two sources: existing literature (in this case, largely drawn from other contexts) and primary data collection in the relevant context. The results of this study suggest ways in which these two sources can be combined to create a quality, relevant instrument.

The results of the qualitative study show that an adaptation of existing SEL instruments from other contexts would likely have omitted important measures of social responsibility. One of these in particular—*obedience*—emerged as the most important overall factor in parent ratings of their children, explaining 29% of overall variance, with no other factor accounting for more than 8% variance. These results underscore the importance of collecting primary data on the perspectives of the community when developing instruments.

The study also shows that there are relevant social emotional competencies that participants do not identify in qualitative interviews. The clearest example of this in the current study was with *emotional regulation*. This factor was derived from a number of behaviors related to students' exhibiting strong emotions. These behaviors were originally generated as examples of being *polite*, *persistent*, and *cooperative*. It is perhaps unlikely that *emotional regulation* would be suggested by participants in a rural community in Tanzania. The construct has been identified primarily through

literature in developmental science, rather than as a lay concept. These findings suggest that the perceptions of local communities about social emotional competencies can be supplemented by concepts from the literature, especially where these concepts are relatively technical and do not involve everyday concepts. Initial pilot work could involve presenting example behaviors of such constructs to local participants to ascertain whether the behaviors (rather than the overall construct) are seen as important for children to develop.

2. How do social emotional constructs differ in Tanzania from existing frameworks?

As discussed in the conclusion to the qualitative study, the constructs deemed important in Tanzania included several aspects of social responsibility that are not prominent in existing frameworks of social emotional competencies (e.g., Collaborative for Academic, Social, and Emotional Learning, 2017). This conclusion was supported by the results of the quantitative study, which found that the *obedient* factor was the most important of the seven factors emerging from parent data.

The importance of social responsibility is in line with the theory outlined in the introduction—that respect and obedience are valued in subsistence agricultural communities. The theory also outlined how different competencies are valued as formal education spreads, urbanization increases, and commerce takes the place of subsistence agriculture. To what extent is such a shift evidence in the data in this report? Of the constructs identified by communities in this study, *curiosity* and *self-confidence* were those most closely aligned with the culture of urban educated environments. Several lines of evidence were found in the study that these constructs were distinct from others and were most closely aligned with formal education. First, *curiosity* and *self-confidence* were closely aligned with each other. They were described as co-occurring by participants in the qualitative study (e.g., curious students need to be courageous to follow a teacher after class and ask questions) and were also closely aligned in the quantitative data. Second, these competencies were valued more by teachers than parents and were seen as important for education. Third, these competencies were more prevalent among children of educated and wealthy parents. Fourth, in cluster analyses, levels of curiosity among sub-groups of students were relatively independent of other competencies.

Together these findings suggest that curiosity and self-confidence may help children learn, but that some children—particularly in rural areas—currently lack these competencies. This conclusion has several implications for practice that are discussed in the next section.

## 8. Recommendations

The findings have implications for research and practice in four areas: assessment, teaching of literacy and mathematics, teaching of SEL in schools, and community engagement.

### 8.1 Assessment and Evaluation of SEL

The primary aim of this work was to develop a tool for the assessment of culturally appropriate social and emotional competencies. We developed a tool and revised it based on data analyses presented in this report. The final version of the tool is in

**Appendix A.** This tool has two immediate applications within the context of USAID Tusome Pamoja programs. First, it can be used to evaluate the impact of Tusome Pamoja support on SEL. This is particularly relevant at the pre-primary level. A recent evaluation of the Education Quality Improvement Programme in Tanzania (EQUIP T) school readiness program (EQUIP T, 2016) found an impact on social and emotional competencies, such as emotional awareness, empathy, self-awareness, solving conflicts, and peer relationships. The tool can also be administered at midline and endline in the primary-level Tusome Pamoja program. As well as give an assessment of the impact of the program on SEL, these data will also enable investigation of the relationship between SEL and academic outcomes. This investigation will help us understand, for example, whether differences in urban/rural reading and mathematics achievement are partly the result of different levels of social and emotional competencies, such as curiosity, in these groups.

This research study also contributes more broadly to the conceptualization and assessment of social and emotional competencies. Our research suggests that emphasis should be placed on the construct of social responsibility for assessments conducted in Tanzania and in other similar contexts. Further research could help understand the relative importance of this and other constructs for the development and education of children in Tanzania. For example, the proposed assessment of SEL at the Tusome Pamoja midline would provide data on the relationship between SEL and academic achievement.

## **8.2 Teaching Literacy and Mathematics**

This research has implications for the approach to teaching basic skills in pre-primary and primary schools. This study showed that curiosity and self-confidence were valued by teachers as important for education, but these competencies were less strongly valued by parents. We also found that curiosity and self-confidence were most common among the children of wealthy, educated parents and were less common among children from rural areas. These findings raise the possibility that students in rural areas lack some competencies that are important for education. Two possible responses to this finding are to improve the competencies of students (see section 8.3) or to adapt teaching methods to existing competencies of students.

How might current teaching methods be adapted to the existing competencies of students? It is possible that the curriculum in Tanzania—designed by educated individuals living in cities—is implicitly targeted at students who are curious and self-confident. Participatory activities may be designed implicitly with such students in mind. The recent RTI Teacher Guide study (Piper, Sitabkhan, Mejia, & Betts, 2017)—conducted in several countries, including the neighboring countries of Kenya, Uganda, and Malawi—found numerous examples of scripted activities being modified or omitted by teachers. Many of the skipped activities were those that required students to take an active role, such as group practice or the “you do” part of the gradual release model (“I do, we do, you do”), when students are required to demonstrate an activity independently of the teacher. These omissions may have resulted from a culture in which adults, not children, are expected to direct discussion. Similarly, comprehension prediction questions were often omitted because of the fear that children’s predictions might be “incorrect.” This finding may reflect a cultural preference for “saving face” in public. In these examples, activities are not performed successfully either because students are reluctant to respond or because the teacher’s expectation is that students will be reluctant to respond. Such

activities could be re-designed to encourage students to respond—for example by giving greater scaffolding to students or encouraging them to respond in pairs before speaking directly to the teacher or in front of the whole class.

### **8.3 Developing Social and Emotional Competencies for Improved Learning and Successful Transition to School**

As discussed in the previous section, schools can respond to the observation that children lack curiosity and self-confidence by developing these competencies in children. EQUIP T (2016) found an impact from a school readiness program on social and emotional competencies; self-confidence was a competence reportedly developed by the program. The curriculum of the USAID Tusome Pamoja Program provides opportunities for children to develop social and emotional competencies. For example, pupils' sense of responsibility is developed through a class committee, and "circle time" is used to involve pupils in cooperative work and to allow them to interact with one another and to give expression to their feelings.

Improved social and emotional competencies can play a role in helping children's transition to school. The findings of this study included challenges young children reported when starting school. Responses from students suggest that relationships with teachers and other pupils are a source of stress. Children fear corporal punishment from teachers and bullying and abuse from other pupils. Other programs in sub-Saharan Africa have had some success in improving interactions in school (Torrente et al., 2015) among students and between students and teachers in order to reduce such interpersonal conflict.

Responses from students in our study also suggest that many other aspects of the schools' physical and social environment are unsettling for them. These findings support the approach of the Tusome Pamoja Pre-Primary Program, which allows for children to visit the school and meet new classmates and become familiar with the environment before starting school.

### **8.4 Improving Community Engagement in Education**

Finally, the study has implications for efforts to engage parents and communities in their children's schooling, which are widespread across Africa (Majgaard & Mingat, 2012) and are a key component of the USAID Tusome Pamoja program. The findings of this study suggest that parents and teachers emphasize different social and emotional competencies of children. Parents focus less than teachers on individual competencies of *curiosity*, *self-direction*, and *self-belief*. Education programs could help parents reflect on the role of these competencies in their children's schooling. Such an approach could also help efforts (RTI International, 2016) to encourage parents to engage with their children in certain ways in the home—for example, by asking them questions—that are designed to support children's development and education. USAID Tusome Pamoja uses circle time as an opportunity for parent-teacher interaction. Such interactions could provide opportunities for parents and teachers to discuss differences in the competencies they value. This could help parents understand the competencies that will help their children succeed in school.

In all of the areas discussed above, we plan to work with the government of Tanzania to explore ways in which these results can inform education policy and practice. Specific examples are indicated below.

- Continuous discussions with the Tanzanian government (Ministry of Education, Science and Technology; President's Office, Regional and Local Government; Tanzania Institute of Education; and others) on the development of social and emotional skills and their importance for success in academic and life outcomes.
- Facilitate discussions around the most effective ways to tailor teaching activities to the social and emotional competencies of students, especially in rural areas, with the key aim of improving the teaching of reading, writing, and mathematics.
- Include SEL findings in USAID Tusome Pamoja teacher trainings to emphasize how schools and teachers can facilitate the development of these skills, both directly and through the implementation of policies and practices that improve a school's culture and climate and promote positive relationships.
- Engage in dialogue with government actors (Ministry of Education, Science and Technology; President's Office, Regional and Local Government) around findings from USAID Tusome Pamoja's research, including measures of SEL in the Tusome Pamoja Pre-primary Program's training of teachers, and include SEL measures in the USAID Tusome Pamoja midline survey.
- Explore the possibilities of collaborating with the government of Tanzania in developing a policy paper on the SEL research.

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## Appendix A: Tanzania Social and Emotional Competency Parent and Teacher Rating Scale

The following questionnaires are designed for use by parents and teachers in Tanzania to rate pupil's social and emotional competencies. Note: the full pilot instruments that were used in this study are presented in **Appendices E and F**.

School Name	..... <input style="width: 150px; height: 20px;" type="text"/>										
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	/		/								
Date	/	Month	/	Year							
Pupil ID											
Assessor User Name	..... <input style="width: 150px; height: 20px;" type="text"/>										
Signature	..... <input style="width: 150px; height: 20px;" type="text"/>										

**Habari, naitwa..... Nafanya kazi kwenye mradi wa Tusome Pamoja. Tunatafiti ili kuelewa zaidi juu ya mambo yanayomsaidia mtoto kufanya vizuri shuleni na maishani. Waalimu wanawasaidia watoto kujifunza darasani lakini tunalenga zaidi sifa na tabia mbalimbali ambazo wanajifunza nyumbani na huwasaidia shuleni. Mradi huu unatekelezwa na wizara ya elimu, sayansi, na teknolojia kwa hisani ya Tusome Pamoja.**

**Utafiti huu utahusisha kuwajua walimu na wazazi. Maswali yanahusu sifa na tabia mbalimbali za watoto wakiwa nyumbani na shuleni. Mahojiano yatachukua dakika 45 hadi 50. Taarifa utakazotoa hazitatolewa shuleni na zitatumika kwa madhumuni ya utafiti uliotajwa tu.**

**Wanafunzi wamechaguliwa darasani bila mpangilio maalumu. Wazazi wa watoto hao na waalimu wanashiriki katika utafiti huu. Faida za ushiriki wako katika utafiti huu ni pamoja na: 1) kukuza maarifa katika tasnia ya elimu Tanzania. 2) kuwapa fursa ya kuchangia taarifa muhimu kwa maendeleo mwanafunzi/mtoto.**

**Jina lako halitaandikwa kwenye fomu hii wala kutajwa popote katika utafiti huu. Pia, hatutaripoti taarifa za kibinafsi katika matokeo ya utafiti. Taarifa zako binafsi hazitatolewa kwa mtu yeyote. Jina lako litaandikwa na mratibu wa mradi kwa minajili ya kujiridhisha tu kuwa tunayezungumza naye ni mtu sahihi tuliyemkusudia na halitahifadhiwa popote. Endapo utaamua kusitisha ushiriki wako katikati ya mazungumzo, unaruhusiwa kufanya hivyo.**

**Je,**

**1. Kuna swali lolote ungependa kuuliza?**

**2. Upo tayari kuhojiwa?**

- Ndiyo**
- Hapana**

Hello, my name is \_\_\_\_\_ I work with Tusome Pamoja and we are conducting research to understand more about the things that help children do well at school in pre-primary and Grades 1-2. Teachers help children learn in class, but we are particularly interested in the things that children learn at home or by themselves that can help them at school. The research project is being implemented by Tusome Pamoja under the Ministry of Education, Science and Technology.

This study will involve asking questions to parents and teachers. The questions will ask about particular behaviors that children may or may not do at home and at school. The interview will last approximately 45 minutes.

The information will not be given to the school and will only be used for research purposes only.

We randomly selected children from the school like in a raffle. Your child /children in your class was/were chosen to have their parents and teachers give information. Your participation in the study: 1) contributes to knowledge to improve education in Tanzania; 2) provides you with an opportunity to give information about your children's/students' development.

**Taarifa ya mshiriki / Child's Background Information**

1.	What is your relationship to (name)?	Mama / Mother ..... 1
		Baba / Father..... 2

	<b>Je, una uhusiano gani na (jina)?</b>	Shangazi / Aunt ..... 3 Mjomba / Uncle ..... 4 Bibi / Grandmother ..... 5 Babu / Grandfather ..... 6 Mwingine (taja) / Other (specify) _____
2a	What <u>year</u> was (name) born?  <b>Huyo uliyemtaja alizaliwa mwaka gani?</b>	_____ Hajui/Hajajibu / Don't know/Refuse .....888
2b	What <u>month</u> was (name) born?  <b>Huyo uliyemtaja alizaliwa mwezi gani?</b>	_____ Hajui/Hajajibu / Don't know/Refuse .....888
3.	Is (name) a boy or a girl?  <b>Je, huyo uliyemtaja ni mvulana au msichana?</b>	Mvulana/ Male ..... 1 Msichana/ Female.....2 Hajui/Hajajibu / Don't know/Refuse..... 888
4.	What grade is (name) currently in? <b>Je, (jina) anasoma darasa la ngapi?</b>	Darasa la awali / Pre-primary ..... 1 Darasa la kwanza / Grade 1 ..... 2 Darasa la pili / Grade 2..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
5.	Has (name) studied in pre-primary?  <b>Je, (jina) amewahi kusoma awali?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip to question 7.</b>
6.	How many years did your child attend pre-primary school?  <b>Je, (jina) amesoma awali miaka mingapi?</b>	mmoja au pungufu /1 or less ..... 1 miwili / 2 ..... 2 mitatu au zaidi /3 or more ..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
<b>Taarifa za elimu / Educational and Socio-Economic Background</b>		
7.	What is your highest level of academic education?  <b>Je, umefika kiwango gani cha juu cha elimu?</b>	Hakuna / None ..... 0 Hajamaliza shule ya msingi / Not finished primary..... 1 Amemaliza shule ya msingi/ Finished primary .. 2 Kidato cha 4 / Form 4 ..... 3 Kidato cha sita / Form 6 ..... 4 Cheti /Certificate..... 5 Stashahada / Diploma ..... 5

		Shahada / Bachelor's degree ..... 6 Hajui/Hajajibu / Don't know/Refuse..... 888
8.	Are you employed? <b>Je, umeajiriwa?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888
9.	What is your main occupation? <b>Je, unafanya kazi gani?</b>	Mkulima/Farmer ..... 1 Mvuvi/Fisherman ..... 2 Mfanya biashara/Businessperson..... 3 Kazi za nyumbani/Housework ..... 4 Kazi za Ofisini/Office worker ..... 5 Nyingine/Other ..... 6
<b>Taarifa za Nyumbani / Family and Home Demographics</b>		
<b>Tungependa kujua kuhusu taarifa za familia yako na nyumba. / We are interested in learning a little more about you, your family, and your home environment.</b>		
10.	Are you currently married? <b>Je, umeowa / umeolewa?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>Kama hapana, endelea na swali la 15./ If no, skip to 15.</b>
11.	What is your spouse's highest level of academic education? <b>Je, mwenzako amefika kiwango gani cha juu cha elimu?</b>	Hakuna / None ..... 0 Hajamaliza shule ya msingi / Not finished primary..... 1 Amemaliza shule ya msingi/ Finished primary .. 2 Kidato cha 4 / Form 4 ..... 3 Kidato cha sita / Form 6 ..... 4 Cheti /Certificate ..... 5 Stashahada / Diploma ..... 6 Shahada / Bachelor's degree ..... 7 Hajui/Hajajibu / Don't know/Refuse..... 888
12.	Is your spouse currently employed? <b>Je, mwenzako ameajiriwa?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888
13.	What is your spouse's main occupation? <b>Je, mwenzako anafanya kazi gani?</b>	Mkulima/Farmer ..... 1 Mvuvi/Fisherman ..... 2 Mfanya biashara/Businessperson..... 3 Kazi za nyumbani/housework ..... 4

		Kazi za Ofisini/Office worker ..... 5 Nyingine/Other ..... 6
14.	Do the parents of (name) live together? <b>Je, wazazi wa (jina) wanaishi pamoja?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>Kama ndio, endelea na swali la 15./If no, skip to question 15.</b>
15.	If no, why do parents of (name) not live together? <b>Kama hapana, kwa nini wazazi wa (jina) hawaishi pamoja?</b>	Baba amefariki / Father died..... 1 Mama amefariki / Mother died ..... 2 Talaka / Divorce ..... 3 Nyingine/Other ..... 4 Hajui/Hajajibu /Don't know/Refuse..... 888
16.	How many household members are 18-years-old or younger? <b>Kuna watu wangapi katika kaya wana miaka kumi na nane au chini ya hapo?</b>	Sita au zaidi / Six or more..... 0 Watano / Five ..... 1 Wanne / Four..... 2 Watatu / Three..... 3 Wawili / Two ..... 4 Mmoja / One..... 5 Hakuna / None ..... 6 Hajui/Hajajibu / Don't know/Refuse..... 888
17.	What is the main building material used for the walls of the main building of your house? <b>Je, nyumba kubwa imejengwa kwa kutumia nini?</b>	Tofali za kuchoma / Baked bricks ..... 1 Miti na udongo, majani, tofali mbichi, au vinginevyo / Poles and mud, grass, sun-dried bricks, or other2 Mawe, tofali za siment/saruji, au mbao / Stones, cement bricks, or timber ..... 3 Mwingine (taja) / Other (specify) _____ Hajui/Hajajibu / Don't know/Refuse..... 888
18.	What is the main building material used for the roof of the main building of your house? <b>Je, nyumba kubwa imezekwa kwa kutumia nini?</b>	Majani/matawi, udongo na matawi, au vinginevyo / Grass/leaves, mud and leaves, or other ..... 1 Bati, zege, au vigae / Iron sheets, concrete, or asbestos..... 2 Mwingine (taja) / Other (specify) _____ Hajui/Hajajibu / Don't know/Refuse..... 888
19.	Does your household have any televisions? <b>Je katika kaya yako kuna televisheni?</b>	Hakuna / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888

20.	Does your household have any bicycles?  <b>Je katika kaya yako unamiliki baiskeli?</b>	Hakuna / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888
21.	Does your household have any cars or motorbikes?  <b>Je katika kaya yako unamiliki pikipiki au gari?</b>	Hakuna / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888
22.	Does your family have electricity in your home?  <b>Je nyumbani kwenu mnatumia umeme?</b>	Hakuna / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888

**Hivi sasa nitakuuliza maswali kadhaa kuhusu mambo ambayo mtoto wako anaweza kuyafanya. Kwa kila swali, tafadhali jibu kadri unavyoona inafaa kuhusu ujuzi wa mtoto wako katika lugha yoyote ile. Ni muhimu kukumbuka kwamba watoto hawakui na kujifunza katika kasi iliyo sawa, kwa mfano, baadhi ya watoto wanajifunza kutembea mapema zaidi kuliko wengine, na hii ni kawaida na sawa. Hatutegemei watoto kuweza kufanya kila kitu tunachouliza katika dodoso hili. Kitu chenye umuhimu mkubwa ni kutoa majibu yenye ukweli na uhakika.**

Now I am going to ask you some questions about what your child can do. For each question, please answer as best you can about your child's skills as expressed in any language. It is important to remember that children do not develop and learn at the same rate, for example, some children learn to walk earlier than others and this is normal and OK. We don't expect children to be able to do everything we ask in this questionnaire. The most important thing is that you give honest answers.

<b>Trait/Construct: Obedient (Mtii)</b>		
1a.	When (name) is directed to complete a task, does s/he do it enthusiastically and complete it successfully?  <b>Je (jina) anapoagizwa kufanya kazi, huifanya kwa moyo na kuikamilisha vizuri?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
2a.	Does (name) willingly follow instructions?  <b>Je (jina) hufuata maelekezo kwa hiari?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888

		<b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they can do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
3a.	Does (name) easily agree to be sent?  <b>Je (jina) hukubali kirahisi anapotumwa?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip to question 4a.</b>
3b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
4a.	If (name) is told to do a chore, does s/he do it?  <b>Ikiwa (jina) akiambiwa kufanya kazi fulani, je hufanya?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip to question 5a.</b>
4b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
5a.	When (name) is sent to complete an errand, does s/he return on time?  <b>Je (jina) anapotumwa kitu mahali, hurudi katika muda unaotakiwa?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip to question 6a.</b>
5b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3

		Hajui/Hajajibu / Don't know/Refuse..... 888
6a.	Does (name) kindly greet elders?  <b>Je (jina) husalimia vizuri wakubwa?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip question 6b.</b>
6b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye huwa mtundu au mtukutu zaidi, kidogo au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
<b>Trait/Construct: Curious (Mdadisi)</b>		
1a.	Is (name) curious to investigate and understand new things?  <b>Je (jina) ni mdadisi wa kutaka kuchunguza na kufahamu vizuri vitu vipya?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
2a.	Does (name) like to ask many questions?  <b>Je (jina) hupenda kuuliza maswali mengi?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
3a.	Does (name) investigate new objects that appear in the household or village/urban areas?	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip to question 4a.</b>

	<b>Je (jina) huchunguza vitu vipya anavyoviona nyumbani au kijijini/mtaani?</b>	
3b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
4a.	Is (name) able to make observations and deductions before being told an answer?  <b>Je (jina) anaweza kuchunguza kitu na kupata jawabu mwenyewe bila kuambiwa?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip to question 5a.</b>
4b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
5a.	Does (name) stand up to what s/he believes is true?  <b>Je (jina) husimamia kile anachokiamini bila kuyumbishwa?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip to question 6a.</b>
5b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
6a.	Does (name) give unique responses that go beyond those of other children?  <b>Je (jina) hutoa majibu ya kina tofauti na yaliyozoeleka na wenzake?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip to question 7a.</b>
6b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2

	<b>zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Zaidi kuliko watoto wengine / More than other children..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
7a.	Does (name) give unique responses that go beyond those of other children?  <b>Je (jina) hutoa majibu ya kina tofauti na yaliyozoeleka na wenzake?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip to question 8a.</b>
7b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
8a.	Does (name) set goals for him/herself?  <b>Je (jina) hujiwekea malengo?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip question 8b.</b>
8b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
<b>Trait/Construct: Conscientious</b>		
1a.	If (name) has chores to do, does s/he like to finish them in one go?  <b>Je (jina) hukamilisha kazi mbalimbali za nyumbani kwa mpigo?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
2a.	Does child like to finish tasks properly (with quality?)	Hapana / No ..... 0 Ndiyo / Yes..... 1

	<b>Je (jina) hupenda kukamilisha kazi kwa ufanisi?</b>	Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip to question 3a.</b>
2b.	2b. If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
3a.	Does (name) work diligently when trying to complete tasks or chores?  <b>Je (jina) hufanya kazi kwa makini ili kumaliza mazoezi na kazi za nyumbani?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip to question 4a.</b>
3b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
4a.	Does (name) complete his or her work without being asked or reminded to do so?  <b>Je (jina) hukamilisha kazi zake bila kukumbushwa wala kuambiwa?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip to question 5a.</b>
4b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
5a.	Is (name) mindful of deadlines that are set and good at meeting them?  <b>Je (jina) hujali muda na kumaliza kazi katika muda uliopangwa?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip to question 6a.</b>
5b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3

		Hajui/Hajajibu / Don't know/Refuse..... 888
6a.	Does (name) continue with a task at home/school even when it is tiring?  <b>Je (jina) huendelea na kazi fulani nyumbani hata kama inamchosha?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip to question 7a.</b>
6b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
7a.	Does (name) often plan his/her tasks well?  <b>Je (jina) hupangilia kazi zake vizuri?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip to question 8a.</b>
7b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
8a.	Is (name) slow and unhurried in deciding what to do next?  <b>Je (jina) huwa mtaratibu katika kufanya maamuzi ya kitu kifuatacho?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip to question 9a.</b>
8b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
9a.	Is (name) usually able to resist temptation when told s/he is not supposed to do something?  <b>Je (jina) huvumilia kishawishi cha kufanya jambo alilokatazwa?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip to question 10a.</b>

9b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children..... 1</p> <p>Sawa na watoto wengine / About the same as other children..... 2</p> <p>Zaidi kuliko watoto wengine / More than other children..... 3</p> <p>Hajui/Hajajibu / Don't know/Refuse..... 888</p>
10a.	<p>Is (name) hardworking?</p> <p><b>Je (jina) hufanya kazi kwa juhudi?</b></p>	<p>Hapana / No ..... 0</p> <p>Ndiyo / Yes..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse..... 888</p> <p><b>If no, skip to question 11a.</b></p>
10b.	<p>8b. If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children..... 1</p> <p>Sawa na watoto wengine / About the same as other children..... 2</p> <p>Zaidi kuliko watoto wengine / More than other children..... 3</p> <p>Hajui/Hajajibu / Don't know/Refuse..... 888</p>
11a.	<p>If (name) cannot do something, do they try again?</p> <p><b>Je (jina) hujaribu tena anaposhindwa na jambo fulani?</b></p>	<p>Hapana / No ..... 0</p> <p>Ndiyo / Yes..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse..... 888</p> <p><b>If no, skip to question 12a.</b></p>
11b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children..... 1</p> <p>Sawa na watoto wengine / About the same as other children..... 2</p> <p>Zaidi kuliko watoto wengine / More than other children..... 3</p> <p>Hajui/Hajajibu / Don't know/Refuse..... 888</p>
12a.	<p>Can (name) easily stop a pleasurable activity to do something else that needs to be done?</p> <p><b>Je (jina) huweza kuacha jambo analolifurahia na kufanya jambo lingine analopaswa?</b></p>	<p>Hapana / No ..... 0</p> <p>Ndiyo / Yes..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse..... 888</p> <p><b>If no, skip to question 13a.</b></p>
12b.	<p>2b. If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children..... 1</p> <p>Sawa na watoto wengine / About the same as other children..... 2</p> <p>Zaidi kuliko watoto wengine / More than other children..... 3</p>

		Hajui/Hajajibu / Don't know/Refuse..... 888
13a.	Is (name) nervous meeting strangers?  <b>Je (jina) huogopa kukutana na wageni?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip question 13b.</b>
13b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
<b>Trait/Construct: Emotional Regulation</b>		
1a.	Does (name) give up easily when tasks or work seem difficult?  <b>Je (jina) hukata tamaa kirahisi kuendelea kufanyia kazi au mazoezi yanayokuwa magumu kwake?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
2a.	Does (name) quit working on tasks before s/he is finished?  <b>Je (jina) huacha kazi na mazoezi kabla ya kuyakamilisha?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children..... 1 Sawa na watoto wengine / About the same as other children..... 2 Zaidi kuliko watoto wengine / More than other children..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
3a.	Does (name) easily become frustrated or angry?  <b>Je (jina) hughadhabika kirahisi anapopata ugumu kwenye kazi fulani?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 4b.</b>

3b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children..... 1</p> <p>Sawa na watoto wengine / About the same as other children..... 2</p> <p>Zaidi kuliko watoto wengine / More than other children..... 3</p> <p>Hajui/Hajajibu / Don't know/Refuse..... 888</p>
4a.	<p>Does (name) have strong emotions?</p> <p><b>Je (jina) huwa na jazba?</b></p>	<p>Hapana / No ..... 0</p> <p>Ndiyo / Yes ..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse..... 888</p> <p><b>If no, skip to question 5a.</b></p>
4b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children..... 1</p> <p>Sawa na watoto wengine / About the same as other children..... 2</p> <p>Zaidi kuliko watoto wengine / More than other children..... 3</p> <p>Hajui/Hajajibu / Don't know/Refuse..... 888</p>
5a.	<p>Does (name) react angrily when s/he doesn't get what she wants/ told to stop doing something?</p> <p><b>Je (jina) hukasirika anaposhindwa kupata anachokitaka au anapozuiwa kufanya jambo?</b></p>	<p>Hapana / No ..... 0</p> <p>Ndiyo / Yes ..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse..... 888</p> <p><b>If no, skip to question 6a.</b></p>
5b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children .....2</p> <p>Zaidi kuliko watoto wengine / More than other children .....3</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p>
6a.	<p>Does (name) refuse to stop and continue doing something after being told not to?</p> <p><b>Je (jina) hukataa na kuendelea kufanya alichokokatazwa?</b></p>	<p>Hapana / No .....0</p> <p>Ndiyo / Yes ..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p> <p><b>If no, skip to question 7a.</b></p>
6b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children .....2</p> <p>Zaidi kuliko watoto wengine / More than other children .....3</p>

		Hajui/Hajajibu / Don't know/Refuse ..... 888
7a.	Does (name) have trouble sitting still when s/he is told to?  <b>Je (jina) hutatizika kutulia mahali anapoambiwa?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 8a.</b>
7b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
8a.	Does (name) make mistakes when s/he is instructed to do something?  <b>Je, (jina) hukosea anapoagizwa kufanya kitu fulani?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip question 8b.</b>
8b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
<b>Trait/Construct: Sociable (Mchangamfu)</b>		
1a.	Does (name) enjoy playing with other kids?  <b>Je (jina) hupenda kucheza na watoto wengine?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
2a.	Does (name) enjoy talking with others?  <b>Je (jina) hufurahia kuongea na wenzake?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they do this more, less, or about the same as other children?	Kidogo kuliko watoto wengine / Less than other children ..... 1

	<b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
3a.	Does (name) enjoy being sociable?  <b>Je (jina) hufurahia kuwa mchangamfu?</b>	Hapana / No .....0 Ndiyo / Yes .....1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 4a.</b>
3b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children .....1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
4a.	Does (name) love his/her parents or caregivers?  <b>Je (jina) hupenda wazazi au walezi?</b>	Hapana / No .....0 Ndiyo / Yes .....1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 5a.</b>
4b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children .....1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
5a.	Does (name) invite friends home?  <b>Je (jina) hukaribisha wenzake nyumbani?</b>	Hapana / No .....0 Ndiyo / Yes .....1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 6a.</b>
5b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children .....1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
6a.	Does (name) share his/her food with others?	Hapana / No .....0 Ndiyo / Yes .....1

	<b>Je (jina) huwagawia wenzake vyakula?</b>	Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 7a.</b>
6b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
7a.	Does (name) offer to share his/her belongings with siblings or other children?  <b>Je (jina) hupenda kuchangia vitu vyake na nduguze au watoto wengine?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 8a.</b>
7b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
8a.	When another child cries, does s/he get upset too?  <b>Je (jina) hujisikia vibaya na kuhuzunika mwenzake anapolia?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip question 8b.</b>
8b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
<b>Trait/Construct: Polite (Mpole)</b>		
1a.	Does (name) speak in a soft, measured way?  <b>Je (jina) huzungumza taratibu?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye huwa mchangamfu zaidi,</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2

	<b>Kidogo au sawa tu na watoto wengine?</b>	Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
2a.	Does (name) respond nicely/politely when asked a question?  <b>Je (jina) hujibu vizuri na kwa upole?</b>	Hapana / No .....0 Ndiyo / Yes .....1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children .....1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
3a.	Is (name) calm even when disturbed/irritated by others?  <b>Je (jina) anatulia hata kama anachokozwa na wenzake?</b>	Hapana / No .....0 Ndiyo / Yes .....1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 4a.</b>
3b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children .....1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
4a.	Does (name) help look after or take care of younger children?  <b>Je, (jina) huwajali na kuwasaidia watoto wadogo?</b>	Hapana / No .....0 Ndiyo / Yes .....1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 5a.</b>
4b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children .....1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
5a.	Does (name) play well with siblings or other children?  <b>Je (jina) hucheza vizuri na nduguze au watoto wengine?</b>	Hapana / No .....0 Ndiyo / Yes .....1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 6a.</b>

5b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse ..... 888
6a.	Does (name) avoid bad company?  <b>Je (jina) hujiepusha na makundi mabaya?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip question 6b.</b>
6b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse ..... 888
<b>Trait/Construct: Religious (Hofu ya Mungu)</b>		
1a.	Does (name) act with good morals?  <b>Je (jina) huonesha maadili mema ya ki-Mungu?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse ..... 888
2a.	Does (name) pray?  <b>Je (jina) husali au kuswali?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 3a.</b>
2b.	2b. If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse ..... 888

3a.	Does (name) attend mosque or church?  <b>Je (Jina) huhudhuria msikitini au kanisani?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip question 3b.</b>
3b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888

That is the end of my questions. Thank you for your time.

**Hapa ni mwisho wa maswali. Nashukuru**

School Name	..... <input type="text"/>										
School EMIS Number [If school is on mainland]	<p>School Identification Code: [If main land]</p> <table border="1"> <tr> <td>P</td> <td>S</td> <td></td> <td></td> <td></td> <td></td> <td>-</td> <td></td> <td></td> <td></td> </tr> </table> <p><i>[PS + 4digits + "-" + 3digits]</i></p>	P	S					-			
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Signature	..... <input type="text"/>										

Habari, naitwa..... Nafanya kazi kwenye mradi wa Tusome Pamoja. Tunatafiti ili kuelewa zaidi juu ya mambo yanayomsaidia mtoto kufanya vizuri shuleni na maishani. Waalimu wanawasaidia watoto kujifunza darasani lakini tunalenga zaidi sifa na tabia mbalimbali ambazo wanajifunza nyumbani na huwasaidia shuleni. Mradi huu unatekelezwa na wizara ya elimu, sayansi, na teknolojia kwa hisani ya Tusome Pamoja.

Utafiti huu utahusisha kuwahoji walimu na wazazi. Maswali yanahusu sifa na tabia mbalimbali za watoto wakiwa nyumbani na shuleni. Mahojiano yatachukua dakika 45 hadi 50. Taarifa utakazotoa hazitatolewa shuleni na zitatumika kwa madhumuni ya utafiti uliotajwa tu.

Wanafunzi wamechaguliwa darasani bila mpangilio maalumu. Wazazi wa watoto hao na waalimu wanashiriki katika utafiti huu. Faida za ushiriki wako katika utafiti huu ni pamoja na: 1) kukuza maarifa katika tasnia ya elimu Tanzania. 2) kuwapa fursa ya kuchangia taarifa muhimu kwa maendeleo mwanafunzi/mtoto.

Jina lako halitaandikwa kwenye fomu hii wala kutajwa popote katika utafiti huu. Pia, hatutaripoti taarifa za kibinafsi katika matokeo ya utafiti. Taarifa zako binafsi hazitatolewa kwa mtu yeyote. Jina lako litaandikwa na mratibu wa mradi kwa minajili ya kujiridhisha tu kuwa tunayezungumza naye ni mtu sahihi tuliyemkusudia na halitahifadhiwa popote. Endapo utaamua kusitisha ushiriki wako katikati ya mazungumzo, unaruhusiwa kufanya hivyo.

Je,

3. Kuna swali lolote ungependa kuuliza?

4. Upo tayari kuhojiwa?

Ndiyo

Hapana

Hello, my name is \_\_\_\_\_ I work with Tusome Pamoja and we are conducting research to understand more about the things that help children do well at school in pre-primary and Grades 1-2. Teachers help children learn in class, but we are particularly interested in the things that children learn at home or by themselves that can help them at school. The research project is being implemented by Tusome Pamoja under the Ministry of Education, Science and Technology. This study will involve asking questions to parents and teachers. The questions will ask about particular behaviors that children may or may not do at home and at school. The interview will last approximately 45 minutes.

The information will not be given to the school and will only be used for research purposes only.

We randomly selected children from the school like in a raffle. Your child /children in your class was/were chosen to have their parents and teachers give information. Your participation in the study: 1) contributes to knowledge to improve education in Tanzania; 2) provides you with an opportunity to give information about your children's/students' development. Your name will NOT be recorded on this form, nor mentioned anywhere in the survey data. NO information from an individual parent/teacher will be reported.

All the information obtained will be kept confidential and will be used strictly for the purposes of the study. Your personal information will not be shared with the school teachers, for example. If you want to stop participating in the middle of the questioning, you are free to do so.

1. Are there any questions you would like to ask?

2. Are you willing to participate in the study?

Yes

No

**Taarifa ya mshiriki / Background information**

2.	Is this teacher a female? <b>Onesha kama mwalimu ni mwanamke.</b>	Hapana /No .....0 Ndiyo/Yes ..... 1
3.	What grade do you currently teach? <b>Je unafundisha darasa la ngapi?</b>	Darasa la awali / Pre-primary ..... 1 Darasa la kwanza / Grade 1 .....2 Darasa la pili / Grade 2 .....3 Mwingine (taja) / Other (specify) _____ Hajui/Hajajibu / Don't know/Refuse .....888
4.	What is your highest level of academic education? <b>Je, umefika kiwango gani cha juu cha elimu?</b>	Hakuna / None .....0 Chini ya Kidato cha 4 / Less than Form 4 ..... 1 Kidato cha 4 / Form 4 .....2 Kidato cha sita / Form 6 completion .....3 Cheti /Certificate .....4 Stashahada / Diploma .....5 Shahada / Bachelor's degree .....6 Shahada ya Uzamili / Masters degree .....7 Shahada ya Uzamivu / Doctorate .....8 Hajui/Hajajibu / Don't know/Refuse .....888
5.	What was your degree in? <b>Shahada yako ilikuwa katika eneo gani?</b>	Siyo shahada / No degree .....0 Elimu ya awali / Pre-primary education ..... 1 Elimu ya Msingi / Primary Education .....2 Elimu ya Sekondari / Secondary Education .....3 Nyingine / Other .....4 Hajui/Hajajibu / Don't know/Refuse .....888
5.	How many years have you been teaching (throughout your entire career)? <b>Una ujuzi wa miaka mingapi tangu ulipoanza kufundisha (kipindi chote cha taaluma yako)?</b>	Si zaidi ya mwaka mmoja/Less than 1 year ..... 1 Mwaka mmoja hadi miaka mitano /1-5 years .....2 Miaka sita hadi miaka kumi/6-10 years .....3 Miaka kumi na moja hadi miaka kumi na tano/ 11-15 .....4 Zaidi ya miaka kumi na sita/More than 16 .....5 Hajui/ Hajajibu /Don't know/refuse .....888
6.	How many years have you taught in this school?	Si zaidi ya mwaka mmoja/Less than 1 year ..... 1 Mwaka mmoja hadi miaka mitano /1-5 years .....2

	<b>Umefundisha katika shule hii kwa muda gani?</b>	Miaka sita hadi miaka kumi/6-10 years.....3 Miaka kumi na moja hadi miaka kumi na tano/ 11-15.....4 Zaidi ya miaka kumi na tano/More than 16 .....5 Hajui/ Hajajibu /Don't know/refuse .....888
7.	What is the total number of students in your class?  <b>Je, kuna jumla ya wanafunzi wangapi kwenye darasa la (jina)?</b>	_____
8.	How many months have you been (name)'s teacher?  <b>Je, kwa miezi mingapi umemfundisha jina?</b>	0-2 .....1 3-6 .....2 7-12.....3 Zaidi ya 12 /More than 12 .....4 Hajui/ Hajajibu /Don't know/refuse .....888

Hivi sasa nitakuuliza maswali kadhaa kuhusu (jina). Kwa kila swali, tafadhali jibu kadri unavyoona inafaa kuhusu ujuzi wa mtoto husika katika lugha yoyote ile. Ni muhimu kukumbuka kwamba watoto hawakui na kujifunza katika kasi iliyo sawa, kwa mfano, baadhi ya watoto wanajifunza kutembea mapema zaidi kuliko wengine, na hii ni kawaida na sawa. Hatutegemei watoto kuweza kufanya kila kitu tunachouliza katika dodoso hili. Kitu chenye umuhimu mkubwa ni kutoa majibu yenye ukweli na uhakika.

Now I am going to ask you some questions about (name). For each question, please answer as best you can about his/her skills as expressed in any language. It is important to remember that children do not develop and learn at the same rate, for example, some children learn to walk earlier than others and this is normal and OK. We don't expect children to be able to do everything we ask in this questionnaire. The most important thing is that you give honest answers.

Trait:		
1a.	Is (name) mindful of deadlines that are set and good about meeting them?  <b>Je (jina) hujali muda na kumaliza kazi katika muda uliopangwa?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse .....888
2a.	Does (name) give up easily when tasks or work seem difficult?  <b>Je (jina) hukata tamaa kirahisi kuendelea kufanyia kazi au mazoezi yanayokuwa magumu kwake?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse .....888
3a.	Does (name) often plan his/her tasks well?  <b>Je (jina) hupangilia kazi zake vizuri?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 4a.</b>
3b.	3b. If yes, do you feel that they do this more, less, or about the same as other children?	Kidogo kuliko watoto wengine / Less than other children ..... 1

	<b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse .....888
4a.	Is (name) hardworking?  <b>Je (jina) hufanya kazi kwa juhudi?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 5a.</b>
4b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse .....888
5a.	Is (name) happy to give the first answer to a question in class?  <b>Je (jina) hupenda kuwa wa kwanza kujibu darasani?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 6a.</b>
5b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse .....888
6a.	Does (name) raise his/her hand before responding to a question in class?  <b>Je (jina) hunyoosha mkono anapotaka kujibu swali darasani?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 7a.</b>
6b.	If yes, do you feel that they listen more attentively, less attentively, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye husikiliza kwa umakini zaidi, kidogo au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse .....888
7a.	If (name) cannot do something, do they try again?	Hapana / No ..... 0

	<b>Je (jina) hujaribu tena anaposhindwa na jambo fulani?</b>	Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 8a.</b>
7b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye huonesha utayari zaidi, kidogo zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse .....888
8a.	Is (name) eager to hear and learn from feedback s/he is given?  <b>Je (jina) huonesha hamu ya kujifunza kutoka kwenye mrejesho anaopewa?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 9a.</b>
8b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye huonesha utayari zaidi, kidogo zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse .....888
9a.	If a student does not understand or is struggling to learn, does (name) offer to help the student?  <b>Kama mwanafunzi haelewi masomo, je (jina) hujitolea kumsaidia?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 10a.</b>
9b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse .....888
<b>Trait/Construct: Curious (Mdadisi)</b>		
1a.	Does (name) exchange his/her ideas with teachers?  <b>Je (jina) hubadilishana mawazo na walimu?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 2a.</b>

1b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children ..... 2</p> <p>Zaidi kuliko watoto wengine / More than other children ..... 3</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p>
2a.	<p>Does (name) like to ask many questions?</p> <p><b>Je (jina) hupenda kuuliza maswali mengi?</b></p>	<p>Hapana / No ..... 0</p> <p>Ndiyo / Yes ..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p> <p><b>If no, skip to question 3a.</b></p>
2b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children ..... 2</p> <p>Zaidi kuliko watoto wengine / More than other children ..... 3</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p>
3a.	<p>Does (name) give unique responses that go beyond those of other children?</p> <p><b>Je (jina) hutoa majibu ya kina tofauti na yaliyozoeleka na wenzake?</b></p>	<p>Hapana / No ..... 0</p> <p>Ndiyo / Yes ..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p> <p><b>If no, skip question 3b.</b></p>
3b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children ..... 2</p> <p>Zaidi kuliko watoto wengine / More than other children ..... 3</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p>
<b>Trait/Construct: Obedient (Mtii)</b>		
1a.	<p>Is (name) calm at school even when distrubed/irritated by others?</p> <p><b>Je (jina) anatulia shuleni hata kama anachokozwa na wenzake?</b></p>	<p>Hapana / No ..... 0</p> <p>Ndiyo / Yes ..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p> <p><b>If no, skip to question 2a.</b></p>
1b.	<p>If yes, do you feel that they can do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children ..... 2</p> <p>Zaidi kuliko watoto wengine / More than other children ..... 3</p>

	<b>nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Hajui/Hajajibu / Don't know/Refuse .....888
2a.	Is (name) able to stay quiet in class when s/he is asked not to talk?  <b>Je (jina) anaweza kukaa kimya darasani endapo ataambiwa asiongee?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse .....888
3a.	Does (name) avoid bad company?  <b>Je (jina) hujiepusha na makundi mabaya?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 4a.</b>
3b.	9b. If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse .....888
4a.	Is (name) slow and unhurried in deciding what to do next?  <b>Je (jina) huwa mtaratibu katika kufanya maamuzi ya kitu kifuatacho?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 5a.</b>
4b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse 888
5a.	Does (name) responds nicely/politely when asked a question?  <b>Je (jina) hujibu vizuri na kwa upole?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 6a.</b>

5b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children ..... 2</p> <p>Zaidi kuliko watoto wengine / More than other children ..... 3</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p>
6a.	<p>Does (name) follow and fulfill school rules as required?</p> <p><b>Je (jina) anazifuata na kutekeleza sheria za shule ipasavyo?</b></p>	<p>Hapana / No ..... 0</p> <p>Ndiyo / Yes ..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p> <p><b>If no, skip question 7b.</b></p>
6b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children ..... 2</p> <p>Zaidi kuliko watoto wengine / More than other children ..... 3</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p>
7a.	<p>Does (name) care when others are talking?</p> <p><b>Je (jina) hujali wengine wanapozungumza?</b></p>	<p>Hapana / No ..... 0</p> <p>Ndiyo / Yes ..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p> <p><b>If no, skip to question 8a.</b></p>
7b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children ..... 2</p> <p>Zaidi kuliko watoto wengine / More than other children ..... 3</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p>
8a.	<p>Does (name) easily accept when you correct his/her mistakes or poor behavior?</p> <p><b>Je (jina) hukubali kirahisi unapomrekebisha makosa yake au tabia zisizokubalika?</b></p>	<p>Hapana / No ..... 0</p> <p>Ndiyo / Yes ..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p> <p><b>If no, skip to question 9a.</b></p>
8b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children ..... 2</p> <p>Zaidi kuliko watoto wengine / More than other children ..... 3</p>

	<b>nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Hajui/Hajajibu / Don't know/Refuse .....888
<b>Trait/Construct: Sociable (Mchangamfu)</b>		
1a.	Does name love his/her teachers?  <b>Je (jina) hupenda au waalimu?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse .....888
2a.	Does (name) kindly greet teachers?  <b>Je (jina) husalimia vizuri walimu?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse .....888
3a.	Does (name) enjoy talking with others?  <b>Je (jina) hufurahia kuongea na wenzake?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 4a.</b>
3b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse .....888

That is the end of my questions. Thank you for your time.

**Hapa ni mwisho wa maswali. Nashukuru kwa muda wako.**

## Appendix B: Qualitative Interview Questions for Parents

Note that interview questions for teachers were very similar and largely involved replacing the term *children* with *pupils*.

**Key research question: What are the non-academic characteristics that children need to succeed at school in rural Mtwara?**

### 1) What are the qualities that you would like your children to develop in life?

Ungependa mwanao ajenge sifa za namna gani maishani?

Possible prompts:

- a) What are the qualities you would like all children to develop

Ungependa watoto wote wajenge sifa zipi?

Use “sifa za kimalezi”, “sifa za kimwenendo”

- b) What are the characteristics you would want for your child

Ungependa mwanao ajenge tabia gani?

Ungependa mwanao awe na matendo yapi?

- c) What are the differences between a good child and a bad child?

Tofautisha kati ya mtoto mwenye sifa nzuri na sifa mbaya

- d) (Describe how you would want your child to behave)
- e) How would you want a child age 4 years to behave? How would you want a child age 8 years to behave?

Ungependa mtoto wa miaka minne awe na tabia gani? Ungependa mtoto wa miaka minane awe na tabia gani?

- f) (What kind of qualities would make a child successful in life? – use as a probe if they are not answering well)

Ni sifa zipi zinamwezesha mtoto afanikiwe maishani?

- g) Read the list of qualities back to parents. Ask them, which of these is the most important for a child? List the top 5 in order.

Wasomee wazazi hiyo orodha ya sifa.

Waulizee, “niambieni ipi kati ya hizi sifa ni muhimu zaidi ili kufanikiwa”. List the top 5 in the order they are mentioned.

- h) Are any of these qualities more important for girls than boys? Are any more important for boys than girls?

Je, kuna sifa yeyote kati ya hizi ambazo ni muhimu zaidi kwa wasichana kuliko wavulana?  
Kuna sifa yeyote ambazo ni muhimu kwa wavulana zaidi kuliko wasichana?

## 2) What are the qualities that help a child to succeed at school?

Ni sifa gani unadhani zitamwezesha mtoto kufanikiwa vizuri shuleni

Possible prompts:

- a) What are the differences between a child who succeeds at school and one who doesn't?

Tofautisha kati ya mtoto anayefanikiwa vizuri shuleni na yule asiyefanikiwa?

- b) (How do these differences look like on day 1 of school?)

Tofauti hizi zipoje kwa siku ya kwanza shuleni?

If the question focuses on cognitive abilities ask “what are the behaviors, attributes, character of children who succeed at school”?

If the interviewee focuses on cognitive abilities ask “ni tabianitabia au mwenendo gani ya watoto wanaofanikiwa shuleni?”

- c) (Is your child doing well at school?)

Mtoto wako anafanya vizuri shuleni?

- d) What are the things that children do at home that help them adapt to school?

*Ni mambo gani mwanao anafanya nyumbani yanayomsaidia kuzoea maisha ya shule?*

## Understanding key terms

### 1) Return to the key concepts raised above. For each one ask:

- a. Give me examples of when children **aged 5-8** show this quality?  
Naomba mifano ya watoto wa umri kati ya miaka 5-8 wanaoonesha sifa hii?  
The behavior should be specific and generalisable.
  - (i) It is specific and observable. If several people observed the child they would agree whether the behavior has been performed or not
  - (ii) It is generalisable. Every child has the opportunity to perform this behavior.
  - (iii) Does a child aged 5-8 perform this behavior
- b. Keep probing until you get something specific and generalisable. Ask for more examples. Check whether the behavior is appropriate for young children
- c. Why is it important for children to develop this quality?  
Kwa nini ni muhimu watoto wajenge sifa hii?
- d. How do you help children develop this quality?  
Utamwezesha mtoto kujenga sifa hii?
- e. (Why does this quality help children at school?)  
Kwa nini sifa hii inamsaidia shuleni?
- f. (How do children at age 4 show this quality? How will the same child demonstrate this quality at age 8?)

Jinsi gani mtoto wa miaka minne anaonesha sifa hii? Jinsi gani mtoto huyo huyo ataonesha sifa hii akiwa na umri wa miaka minane? Akifika miaka kumi na mbili sifa hii itabadilikaje?

- g. Ask if not answered by d - How does school help your child to develop this quality? Shule inasaidiaje mtoto kujenga sifa hii?
- h. (If you want get from a behavior to a competency try asking: Why do some children have this behavior and others don't?)  
Ni kwa nini baadhi ya watoto wana hii tabia na wengine hawana?

The questions will be asked of each quality identified in the first phase of research

**2) Je, unadhani \_\_\_\_\_ (mention other sifa) ni muhimu kwa watoto**

- a. Give me examples of when children **aged 5-8** show this quality?  
Naomba mifano ya watoto wa umri wa miaka kati ya 5-8 wanaoonesha sifa hii?  
The behavior should be specific and generalisable.
  - (i) It is specific and observable. If several people observed the child they would agree whether the behavior has been performed or not
  - (ii) It is generalisable. Every child has the opportunity to perform this behavior.
  - (iii) Does a child aged 5-8 perform this behavior
- b. Keep probing until you get something specific and generalisable. Ask for more examples. Check whether the behavior is appropriate for young children

**3) How have these competencies changed over time?**

Je, unadhani sifa hizi hubadilika vipi jinsi muda unavyoenda/miaka inavyoenda? Jinsi mtoto anavyoongezeka umri?

## Appendix C: Qualitative Interview Questions for Pupils

Please ask the teacher to leave you for this part. Explain that we want the children to be free to draw whatever they like without showing to the teacher.

*Tafadhali waruhusu waalimu kuendelea na shughuli zao. Waeleze kwamba tunahitaji wanafunzi wawe huru zaidi kuchora wanachokitaka bila kuwaonyesha waalimu.*

We would like you all to draw two pictures for us. In one picture draw something you enjoyed in your first week at school. Something that made you happy. In the second picture draw something you found difficult. We will collect the pictures later. They are just for us – we will not show them to the teacher or your parents.

*Tuanataka mchore picha/michoro miwili. Picha/mchoro ya kwanza ioneshe kitu ulichokipenda/ulichokifurahia siku za mwanzo ulipofika shuleni. Kiwe ni kitu ulichokifurahia. Kwenye picha ya pili chora picha/mchoro wa kitu kilichokutatiza. Tutakusanya picha hizo. Tutazichukua na hatutawaonesha waalimu au wazazi wako.*

1. Ask the children about the pictures to explain what they have drawn.

*Waulize wanafunzi waelezee picha/michoro waliyoichora.*

2. (How did you feel on your first days at school (or preschool)?)

*Ulijisikiaje siku za kwanza ulipofika shuleni (au chekechea / madrassa / awali)?*

3. If they did not answer these questions already ask:
  - a. What did you find easy in your first days at school? What about in the classroom?
  - b. What things did you find difficult in your first days at school? What about in the classroom?

*Wasipoweza kujibu haya maswali waulize zaidi: Nini kilikuwa rahisi siku za kwanza kuwa shuleni au darasani?*

*Na ni kipi kilichowatatiza/kilichowakwaza? Shuleni au darasani?*

4. What upbringing did you have at home that helped you for your first days at school?

*Ni malezi gani uliyoyapata nyumbani ambayo yamekusaidia siku za mwanzo shuleni?*

5. On your first day at school what things surprised you? What things were you not prepared for?

*Ni vitu/mambo gani vilivyokushangaza siku za mwanzo shuleni? Ni mambo gani unadhani hukuwa umejiandaa kukutana nayo?*

6. If you were giving advice to a younger sibling or friend who is about to start school, what would you tell them?

*Ukipewa nafasi yaku mshauri mdogo wako ambaye anakaribia kuanza shule,  
Je, utamshauri nini?*

7. (What advice would you give a younger child about how to do well in school?)

*Utamshauri nini huyu mdogo wako ili aweze kufanya vizuri katika masomo  
yake hapa shuleni?*

## Appendix D: Frequency of Competencies (Qualitative Study)

**Table D-1** shows the number of interviews and focus groups in which competencies were mentioned by teachers, parents, and students and the number of teacher interviews and parent focus group discussions in which the competency was rated as one of the five most important competencies for children.

**Table D-1. Frequency of competencies**

English	Kiswahili	Mentioned in Interviews				Rated as Important	
		Parent FGD* (13 FGDs)	Parent Interview (N=10)	Teacher (N=23)	Pupils (N=80)	Parent FGD (10 FGDs)	Teacher (n=21)
Respectful	<i>Mwenye heshima</i>	11	6	16	39	5	6
Attentive listener	<i>Msikivu</i>	11	10	17	12	4	5
Obedient	<i>Mtii</i>	11	8	15	16	8	3
Cooperative	<i>Anayeshirikiana</i>	8	1	14	20	2	4
Clean	<i>Msafi</i>	9	3	11	19	1	4
Polite, calm, and humble	<i>Mpole /mtulivu</i>	8	4	12	13	1	3
Self-directed	<i>Anayejituma</i>	5	4	15	5	1	10
Hardworking	<i>Mwenye juhudi / bidii</i>	8	2	10	14	0	3
Disciplined	<i>Mwenye nidhamu</i>	7	4	13	3	5	11
Curiosity	<i>Mdadisi</i>	6	1	17	1	0	8
Clever	<i>Mwerevu</i>	6	2	7	1	0	1
Love of parent/teacher	<i>Anayependa wazazi/waalimu</i>	4	2	5	6	1	2
Trustworthy	<i>Mwaminifu</i>	9	2	1	3	4	0
Understanding	<i>Muelewa</i>	6	2	5	0	2	0
Funny	<i>Mcheshi</i>	5	1	6	0	0	0
Courageous	<i>Aliye hodari</i>	4	1	7	0	0	1
Time management	<i>Anayejali /tunza muda</i>	2	1	6	5	1	3
Self-aware	<i>Anayejitambua</i>	6	1	3	1	1	1
Confident, self-belief	<i>Anayejiamini</i>	2	0	8	1	0	4
Persistent	<i>Asiyekatatamaa</i>	4	0	6	0	1	0
Sociable	<i>Mchangamfu</i>	4	2	3	2	0	3
Has fear of God	<i>Mwenye hofu ya Mungu</i>	2	2	5	0	0	1
Seeks understanding	<i>Mfuataliaji</i>	3	2	3	0	1	4
Truthful	<i>Msema kweli</i>	3	2	2	0	1	1

		Mentioned in Interviews				Rated as Important	
Careful	<i>Makini</i>	3	0	4	0	0	0
Smart/decent	<i>Nadhifu</i>	1	2	3	2	0	0
Creative	<i>Mbunifu</i>	2	0	4	0	0	3
Daring/Risk-taking	<i>Mthubutu</i>	1	0	4	0	0	1
Civilized, calm	<i>Mstarabu</i>	3	0	0	4	1	0
Wise	<i>Mwenye busara</i>	3	0	1	1	1	0
Has goals	<i>Mwenye malengo</i>	1	0	3	0	0	2
Knowledgeable	<i>Mwenye maarifa</i>	2	0	1	1	0	0
Tolerates hunger	<i>Mvumilivu wa njaa</i>	1	0	2	1	0	2
Hospitable	<i>Mkarimu</i>	0	2	1	0	0	0
Makes friends	<i>Anayejenga marafiki</i>	0	0	2	1	0	0

\*FGD=focus group discussion

## Appendix E: Pilot Parent Questionnaire for SEL Quantitative Study

School Name	..... <input style="width: 150px; height: 20px;" type="text"/>										
School EMIS Number [If school is on mainland]	School Identification Code: [If main land] <table border="1" style="border-collapse: collapse; text-align: center; margin: 5px auto;"> <tr> <td style="width: 20px; height: 20px;">P</td> <td style="width: 20px; height: 20px;">S</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;">-</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> <i>[PS + 4digits + "-" + 3digits]</i>	P	S					-			
P	S					-					
Region	_____ _____										
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Date of Visit	<table style="margin: 5px auto;"> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 10px; height: 20px;">/</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 10px; height: 20px;">/</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> </table> <table style="margin: 5px auto;"> <tr> <td style="border: 1px solid black; padding: 2px;">Date/</td> <td style="border: 1px solid black; padding: 2px;">Month/</td> <td style="border: 1px solid black; padding: 2px;">Year</td> </tr> </table> 3 May 2016 would be 03 / 05 / 2016		/		/		Date/	Month/	Year		
	/		/								
Date/	Month/	Year									
Pupil ID	_____										
Assessor User Name	..... <input style="width: 150px; height: 20px;" type="text"/>										
Signature	..... <input style="width: 150px; height: 20px;" type="text"/>										

**Habari, naitwa..... Nafanya kazi kwenye mradi wa Tusome Pamoja. Tunatafiti ili kuelewa zaidi juu ya mambo yanayomsaidia mtoto kufanya vizuri shuleni na maishani. Waalimu wanawasaidia watoto kujifunza darasani lakini tunalenga zaidi sifa na tabia mbalimbali ambazo wanajifunza nyumbani na huwasaidia shuleni. Mradi huu unatekelezwa na wizara ya elimu, sayansi, na teknolojia kwa hisani ya Tusome Pamoja.**

**Utafiti huu utahusisha kuwajua walimu na wazazi. Maswali yanahusu sifa na tabia mbalimbali za watoto wakiwa nyumbani na shuleni. Mahojiano yatachukua dakika 45 hadi 50. Taarifa utakazotoa hazitatolewa shuleni na zitatumika kwa madhumuni ya utafiti uliotajwa tu.**

**Wanafunzi wamechaguliwa darasani bila mpangilio maalumu. Wazazi wa watoto hao na waalimu wanashiriki katika utafiti huu. Faida za ushiriki wako katika utafiti huu ni pamoja na: 1) kukuza maarifa katika tasnia ya elimu Tanzania. 2) kuwapa fursa ya kuchangia taarifa muhimu kwa maendeleo mwanafunzi/mtoto.**

**Jina lako halitaandikwa kwenye fomu hii wala kutajwa popote katika utafiti huu. Pia, hatutaripoti taarifa za kibinafsi katika matokeo ya utafiti. Taarifa zako binafsi hazitatolewa kwa mtu yeyote. Jina lako litaandikwa na mratibu wa mradi kwa minajili ya kujiridhisha tu kuwa tunayezungumza naye ni mtu sahihi tuliyemkusudia na halitahifadhiwa popote. Endapo utaamua kusitisha ushiriki wako katikati ya mazungumzo, unaruhusiwa kufanya hivyo.**

**Je,**

**5. Kuna swali lolote ungependa kuuliza?**

**6. Upo tayari kuhojiwa?**

- Ndiyo**
- Hapana**

Hello, my name is \_\_\_\_\_ I work with Tusome Pamoja and we are conducting research to understand more about the things that help children do well at school in pre-primary and Grades 1-2. Teachers help children learn in class, but we are particularly interested in the things that children learn at home or by themselves that can help them at school. The research project is being implemented by Tusome Pamoja under the Ministry of Education, Science and Technology.

This study will involve asking questions to parents and teachers. The questions will ask about particular behaviors that children may or may not do at home and at school. The interview will last approximately 45 minutes.

The information will not be given to the school and will only be used for research purposes only.

We randomly selected children from the school like in a raffle. Your child /children in your class was/were chosen to have their parents and teachers give information. Your participation in the study: 1) contributes to knowledge to improve education in Tanzania; 2) provides you with an opportunity to give information about your children's/students' development.

**Taarifa ya mshiriki / Child's Background Information**

6.	What is your relationship to (name)?	Mama / Mother ..... 1
		Baba / Father..... 2

	<b>Je, una uhusiano gani na (jina)?</b>	Shangazi / Aunt ..... 3 Mjomba / Uncle ..... 4 Bibi / Grandmother ..... 5 Babu / Grandfather ..... 6 Mwingine (taja) / Other (specify) _____
2a.	What <u>year</u> was (name) born? <b>Huyo uliyemtaja alizaliwa mwaka gani?</b>	_____ Hajui/Hajajibu / Don't know/Refuse .....888
2b.	What <u>month</u> was (name) born? <b>Huyo uliyemtaja alizaliwa mwezi gani?</b>	_____ Hajui/Hajajibu / Don't know/Refuse .....888
23.	Is (name) a boy or a girl? <b>Je, huyo uliyemtaja ni mvulana au msichana?</b>	Mvulana/ Male ..... 1 Msichana/ Female..... 2 Hajui/Hajajibu / Don't know/Refuse..... 888
24.	What grade is (name) currently in? <b>Je, (jina) anasoma darasa la ngapi?</b>	Darasa la awali / Pre-primary ..... 1 Darasa la kwanza / Grade 1 ..... 2 Darasa la pili / Grade 2..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
25.	Has (name) studied in pre-primary? <b>Je, (jina) amewahi kusoma awali?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>If no, skip to question 7.</b>
26.	How many years did your child attend pre-primary school? <b>Je, (jina) amesoma awali miaka mingapi?</b>	mmoja au pungufu /1 or less ..... 1 miwili / 2 ..... 2 mitatu au zaidi /3 or more ..... 3 Hajui/Hajajibu / Don't know/Refuse..... 888
<b>Taarifa za elimu / Educational and Socio-Economic Background</b>		
27.	What is your highest level of academic education? <b>Je, umefika kiwango gani cha juu cha elimu?</b>	Hakuna / None ..... 0 Hajamaliza shule ya msingi / Not finished primary..... 1 Amemaliza shule ya msingi/ Finished primary ..... 2 Kidato cha 4 / Form 4 ..... 3 Kidato cha sita / Form 6 ..... 4 Cheti /Certificate ..... 5 Stashahada / Diploma ..... 5

		Shahada / Bachelor's degree ..... 6 Hajui/Hajajibu / Don't know/Refuse..... 888
28.	Are you employed? <b>Je, umeajiriwa?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888
29.	What is your main occupation? <b>Je, unafanya kazi gani?</b>	Mkulima/Farmer ..... 1 Mvuvi/Fisherman ..... 2 Mfanya biashara/Businessperson..... 3 Kazi za nyumbani/Housework ..... 4 Kazi za Ofisini/Office worker ..... 5 Nyingine/Other ..... 6
<b>Taarifa za Nyumbani / Family and Home Demographics</b>		
<b>Tungependa kujua kuhusu taarifa za familia yako na nyumba. / We are interested in learning a little more about you, your family, and your home environment.</b>		
30.	Are you currently married? <b>Je, umeowa / umeolewa?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>Kama hapana, endelea na swali la 15./ If no, skip to 15.</b>
31.	What is your spouse's highest level of academic education? <b>Je, mwenza wako amefika kiwango gani cha juu cha elimu?</b>	Hakuna / None ..... 0 Hajamaliza shule ya msingi / Not finished primary..... 1 Amemaliza shule ya msingi/ Finished primary ..... 2 Kidato cha 4 / Form 4 ..... 3 Kidato cha sita / Form 6 ..... 4 Cheti /Certificate ..... 5 Stashahada / Diploma ..... 6 Shahada / Bachelor's degree ..... 7 Hajui/Hajajibu / Don't know/Refuse..... 888
32.	Is your spouse currently employed? <b>Je, mwenza wako ameajiriwa?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888
33.	What is your spouse's main occupation? <b>Je, mwenza wako anafanya kazi gani?</b>	Mkulima/Farmer ..... 1 Mvuvi/Fisherman ..... 2 Mfanya biashara/Businessperson..... 3 Kazi za nyumbani/housework..... 4

		Kazi za Ofisini/Office worker ..... 5 Nyingine/Other ..... 6
34.	Do the parents of (name) live together? <b>Je, wazazi wa (jina) wanaishi pamoja?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888 <b>Kama ndio, endelea na swali la 15./If no, skip to question 15.</b>
35.	If no, why do parents of (name) not live together? <b>Kama hapana, kwa nini wazazi wa (jina) hawaishi pamoja?</b>	Baba amefariki / Father died..... 1 Mama amefariki / Mother died ..... 2 Talaka / Divorce ..... 3 Nyingine/Other ..... 4 Hajui/Hajajibu /Don't know/Refuse..... 888
36.	How many household members are 18-years-old or younger? <b>Kuna watu wangapi katika kaya wana miaka kumi na nane au chini ya hapo?</b>	Sita au zaidi / Six or more..... 0 Watano / Five ..... 1 Wanne / Four..... 2 Watatu / Three..... 3 Wawili / Two ..... 4 Mmoja / One..... 5 Hakuna / None ..... 6 Hajui/Hajajibu / Don't know/Refuse..... 888
37.	What is the main building material used for the walls of the main building of your house? <b>Je, nyumba kubwa imejengwa kwa kutumia nini?</b>	Tofali za kuchoma / Baked bricks ..... 1 Miti na udongo, majani, tofali mbichi, au vinginevyo / Poles and mud, grass, sun-dried bricks, or other ..... 2 Mawe, tofali za siment/saruji, au mbao / Stones, cement bricks, or timber ..... 3 Mwingine (taja) / Other (specify) _____ Hajui/Hajajibu / Don't know/Refuse..... 888
38.	What is the main building material used for the roof of the main building of your house? <b>Je, nyumba kubwa imezekwa kwa kutumia nini?</b>	Majani/matawi, udongo na matawi, au vinginevyo / Grass/leaves, mud and leaves, or other ..... 1 Bati, zege, au vigae / Iron sheets, concrete, or asbestos..... 2 Mwingine (taja) / Other (specify) _____ Hajui/Hajajibu / Don't know/Refuse..... 888
39.	Does your household have any televisions?	Hakuna / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888

	<b>Je katika kaya yako kuna televisheni?</b>	
40.	Does your household have any bicycles?  <b>Je katika kaya yako unamiliki baiskeli?</b>	Hakuna / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888
41.	Does your household have any cars or motorbikes?  <b>Je katika kaya yako unamiliki pikipiki au gari?</b>	Hakuna / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888
42.	Does your family have electricity in your home?  <b>Je nyumbani kwenu mnatumia umeme?</b>	Hakuna / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse..... 888

**Hivi sasa nitakuuliza maswali kadhaa kuhusu mambo ambayo mtoto wako anaweza kuyafanya. Kwa kila swali, tafadhali jibu kadri unavyoona inafaa kuhusu ujuzi wa mtoto wako katika lugha yoyote ile. Ni muhimu kukumbuka kwamba watoto hawakui na kujifunza katika kasi iliyo sawa, kwa mfano, baadhi ya watoto wanajifunza kutembea mapema zaidi kuliko wengine, na hii ni kawaida na sawa. Hatutegemei watoto kuweza kufanya kila kitu tunachouliza katika dodoso hili. Kitu chenye umuhimu mkubwa ni kutoa majibu yenye ukweli na uhakika.**

Now I am going to ask you some questions about what your child can do. For each question, please answer as best you can about your child's skills as expressed in any language. It is important to remember that children do not develop and learn at the same rate, for example, some children learn to walk earlier than others and this is normal and OK. We don't expect children to be able to do everything we ask in this questionnaire. The most important thing is that you give honest answers.

<b>Trait: Obedient (Mtii)</b>		
1a.	Does (name) easily agree to be sent?  <b>Je (jina) hukubali kirahisi anapotumwa?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
2a.	Does (name) willingly follow instructions?  <b>Je (jina) hufuata maelekezo kwa hiari?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they can do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
3a.	When (name) is directed to complete a task, does s/he do it enthusiastically and complete it successfully?  <b>Je (jina) anapoagizwa kufanya kazi, huifanya kwa moyo na kuikamilisha vizuri?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 4a.</b>

3b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children .....2</p> <p>Zaidi kuliko watoto wengine / More than other children .....3</p> <p>Hajui/Hajajibu / Don't know/Refuse ..... 888</p>
4a.	<p>When (name) is sent to complete an errand, does s/he return on time?</p> <p><b>Je (jina) anapotumwa kitu mahali, hurudi katika muda unaotakiwa?</b></p>	<p>Hapana / No ..... 0</p> <p>Ndiyo / Yes ..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse ..... 888</p> <p><b>If no, skip to question 5a.</b></p>
4b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children .....2</p> <p>Zaidi kuliko watoto wengine / More than other children .....3</p> <p>Hajui/Hajajibu / Don't know/Refuse ..... 888</p>
5a.	<p>If (name) is told to do a chore, does s/he do it?</p> <p><b>Ikiwa (jina) akiambiwa kufanya kazi fulani, je hufanya?</b></p>	<p>Hapana / No ..... 0</p> <p>Ndiyo / Yes ..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse ..... 888</p> <p><b>If no, skip to question 6a.</b></p>
5b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children .....2</p> <p>Zaidi kuliko watoto wengine / More than other children .....3</p> <p>Hajui/Hajajibu / Don't know/Refuse ..... 888</p>
6a.	<p>Does (name) refuse to stop and continue doing something after being told not to?</p> <p><b>Je (jina) hukataa na kuendelea kufanya alichokokatazwa?</b></p>	<p>Hapana / No ..... 0</p> <p>Ndiyo / Yes ..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse ..... 888</p> <p><b>If no, skip question 6b.</b></p>
6b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye huwa mtundu au mtukutu zaidi, kidogo au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children .....2</p> <p>Zaidi kuliko watoto wengine / More than other children .....3</p> <p>Hajui/Hajajibu / Don't know/Refuse ..... 888</p>

Trait: Curious (Mdadisi)		
1a.	Is (name) curious to investigate and understand new things?  <b>Je (jina) ni mdadisi wa kutaka kuchunguza na kufahamu vizuri vitu vipya?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
2a.	Is (name) able to make observations and deductions before being told an answer?  <b>Je (jina) anaweza kuchunguza kitu na kupata jawabu mwenyewe bila kuambiwa?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
3a.	Does (name) give unique responses that go beyond those of other children?  <b>Je (jina) hutoa majibu ya kina tofauti na yaliyozoeleka na wenzake?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 4a.</b>
3b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
4a.	Does (name) often want to learn new things?  <b>Je (jina) hupenda kujifunza vitu vipya?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 5a.</b>

4b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children .....2</p> <p>Zaidi kuliko watoto wengine / More than other children .....3</p> <p>Hajui/Hajajibu / Don't know/Refuse ..... 888</p>
5a.	<p>Does (name) investigate new objects that appear in the household or village/urban areas?</p> <p><b>Je (jina) huchunguza vitu vipya anavyoviona nyumbani au kijijini/mtaani?</b></p>	<p>Hapana / No ..... 0</p> <p>Ndiyo / Yes ..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse ..... 888</p> <p><b>If no, skip to question 6a.</b></p>
5b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children .....2</p> <p>Zaidi kuliko watoto wengine / More than other children .....3</p> <p>Hajui/Hajajibu / Don't know/Refuse ..... 888</p>
6a.	<p>Does (name) like to ask many questions?</p> <p><b>Je (jina) hupenda kuuliza maswali mengi?</b></p>	<p>Hapana / No ..... 0</p> <p>Ndiyo / Yes ..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse ..... 888</p> <p><b>If no, skip question 6b.</b></p>
6b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children .....2</p> <p>Zaidi kuliko watoto wengine / More than other children .....3</p> <p>Hajui/Hajajibu / Don't know/Refuse ..... 888</p>
<b>Trait: Respect (Heshima)</b>		
1a.	<p>Does (name) offer to assist/receive elders?</p> <p><b>Je (jina) hupokea wakubwa bila kuambiwa?</b></p>	<p>Hapana / No ..... 0</p> <p>Ndiyo / Yes ..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse ..... 888</p> <p><b>If no, skip to question 2a.</b></p>
1b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children .....2</p> <p>Zaidi kuliko watoto wengine / More than other children .....3</p>

		Hajui/Hajajibu / Don't know/Refuse ..... 888
2a.	Does (name) kindly greet elders?  <b>Je (jina) husalimia vizuri wakubwa?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 3a.</b>
2b.	2b. If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
3a.	Does (name) get your permission before doing something or going somewhere?  <b>Je (jina) huomba ruhusa kabla ya kufanya kitu au kwenda mahali</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 4a.</b>
3b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
4a.	If (name) makes a mistake, does s/he ask for forgiveness without being told to do so?  <b>Kama (jina) akifanya kosa, je huwa anaomba radhibila kuambiwa?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip question 4b.</b>
4b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
<b>Trait: Courageous (Hodari, kujiamini)</b>		
1a.	Does (name) stand up to what s/he believes is true?  <b>Je (jina) husimamia kile anachokiamini bila kuyumbishwa?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?	Kidogo kuliko watoto wengine / Less than other children ..... 1

	<b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
2a.	Does (name) exchange his/her ideas with elders?  <b>Je (jina) hubadilishana mawazo na watu wazima?</b>	Hapana / No .....0 Ndiyo / Yes .....1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children .....1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
3a.	Does (name) set goals for him/herself?  <b>Je (jina) hujiwekea malengo?</b>	Hapana / No .....0 Ndiyo / Yes .....1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 4a.</b>
3b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children .....1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
4a.	Is (name) nervous meeting strangers?  <b>Je (jina) huogopa kukutana na wageni?</b>	Hapana / No .....0 Ndiyo / Yes .....1 Hajui/Hajajibu / Don't know/Refuse .....888 If no, skip to question 3.
4b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children .....1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
5a.	Is (name) nervous in new situations, such as visiting new places?	Hapana / No .....0 Ndiyo / Yes .....1 Hajui/Hajajibu / Don't know/Refuse .....888

	<b>Je (jina) huhofia mazingira mapya au hali ngeni?</b>	<b>If no, skip to question 6a.</b>
5b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse ..... 888
6a.	Does (name) believe s/he can succeed in everything they do?  <b>Je (jina) huamini atafanikiwa katika kila jambo atakalolifanya?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip question 6b.</b>
6b.	8b. If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse ..... 888
<b>Trait: Cooperative (Ushirikiano)</b>		
1a.	Does (name) play well with siblings or other children?  <b>Je (jina) hucheza vizuri na nduguze au watoto wengine?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse ..... 888
2a.	Does (name) share his/her food with others?  <b>Je (jina) huwagawia wenzake vyakula?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 3a.</b>
2b.	2b. If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3

	<b>zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Hajui/Hajajibu / Don't know/Refuse ..... 888
3a.	Does (name) offer to share his/her belongings with siblings or other children?  <b>Je (jina) hupenda kuchangia vitu vyake na nduguze au watoto wengine?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 4a.</b>
3b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
4a.	Does (name) prefer to work on tasks alone?  <b>Je (jina) hupenda kufanya kazi peke yake?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 5a.</b>
4b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
5a.	If other children need help – for example with sweeping the compound, is (name) ready to help without asking?  <b>Kama watoto wenzake wanahitaji msaada, kwa mfano kufagia uwanja, je (jina) yuko tayari kuwasaidia bila kuambiwa?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 6a.</b>
5b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
6a.	Does (name) love his/her parents or caregivers?	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888

	<b>Je (jina) hupenda wazazi au walezi?</b>	<b>If no, skip question 6b.</b>
6b.	If yes, do you feel that they love their parents more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hupenda wazazi zaidi, kidogo au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
<b>Trait: Self-directed/Self-motivated (Kujituma)</b>		
1a.	Is (name) hardworking?  <b>Je (jina) hufanya kazi kwa juhudi?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
2a.	Does (name) often plan his/her tasks well?  <b>Je (jina) hupangilia kazi zake vizuri?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
3a.	Does (name) complete his or her work without being asked or reminded to do so?  <b>Je (jina) hukamilisha kazi zake bila kukumbushwa wala kuambiwa?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 4b.</b>
3b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3

		Hajui/Hajajibu / Don't know/Refuse ..... 888
4a.	Is (name) usually able to resist temptation when told s/he is not supposed to do something?  <b>Je (jina) huvumilia kishawishi cha kufanya jambo alilokatazwa?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 5a.</b>
4b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
5a.	Does (name) have trouble sitting still when s/he is told to?  <b>Je (jina) hutatizika kutulia mahali anapoambiwa?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 6a.</b>
5b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
6a.	Can (name) easily stop a pleasurable activity to do something else that needs to be done?  <b>Je (jina) huweza kuacha jambo analolifurahia na kufanya jambo lingine analopaswa?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip question 6b.</b>
6b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
<b>Trait: Attentive Listener (Msikivu)</b>		
1a.	Does (name) ask clarification questions if s/he doesn't understand?	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888

	<b>Je (jina) huuliza maswali kama hajaelewa jambo?</b>	<b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse ..... 888
2a.	Does (name) listen carefully when s/he is asked to do something?  <b>Je (jina) husikiliza kwa makini anapopewa maelekezo fulani?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse ..... 888
3a.	Does (name) work diligently when trying to complete tasks or chores?  <b>Je (jina) hufanya kazi kwa makini ili kumaliza mazoezi na kazi za nyumbani?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 4a.</b>
3b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse ..... 888
4a.	Does (name) easily accept when you correct his/her mistakes or poor behavior?  <b>Je (jina) hukubali kirahisi unapomrekebisha makosa au tabia zisizokubalika?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 5a.</b>
4b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children .....2

	<b>zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
5a.	7a. Does (name) wait for you to finish instructions before responding?  <b>Je (jina) anasubiri mpaka apate maelezo yote kabla ya kujibu</b>	Hapana / No .....0 Ndiyo / Yes .....1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip question 5b.</b>
5b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children .....1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
<b>Trait: Persistence (Kutokata tamaa)</b>		
1a.	Does (name) easily become frustrated or angry?  <b>Je (jina) hughadhabika kirahisi anapopata ugumu kwenye kazi fulani?</b>	Hapana / No .....0 Ndiyo / Yes .....1 Hajui/Hajajibu / Don't know/Refuse .....888 If no, skip to question 2a.
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children .....1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
2a.	Does (name) quit working on tasks before s/he is finished?  <b>Je (jina) huacha kazi na mazoezi kabla ya kuyakamilisha?</b>	Hapana / No .....0 Ndiyo / Yes .....1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children .....1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
3a.	Does (name) give up easily when tasks or work seem difficult?	Hapana / No .....0 Ndiyo / Yes .....1 Hajui/Hajajibu / Don't know/Refuse .....888

	<b>Je (jina) hukata tamaa kirahisi kuendelea kufanyia kazi au mazoezi yanayokuwa magumu kwake?</b>	If no, skip to question 4a.
3b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse ..... 888
4a.	If (name) cannot do something, do they try again?  <b>Je (jina) hujaribu tena anaposhindwa na jambo fulani?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 If no, skip to question 5a.
4b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse ..... 888
5a.	If (name) has chores to do, does s/he like to finish them in one go?  <b>Je (jina) hukamilisha kazi mbalimbali za nyumbani kwa mpigo?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 6a.</b>
5b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse ..... 888
6a.	Does (name) continue with a task at home/school even when it is tiring?  <b>Je (jina) huendelea na kazi fulani nyumbani hata kama inamchosa?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip question 6b.</b>
6b.	If yes, do you feel that they do this more, less, or about the same as other children?	Kidogo kuliko watoto wengine / Less than other children ..... 1

	<b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
<b>Trait: Polite and calm (Mpole, mstarabu)</b>		
1a.	Is (name) calm even when disturbed/irritated by others?  <b>Je (jina) anatulia hata kama anachokozwa na wenzake?</b>	Hapana / No .....0 Ndiyo / Yes .....1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children .....1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
2a.	Does (name) respond nicely/politely when asked a question?  <b>Je (jina) hujibu vizuri na kwa upole?</b>	Hapana / No .....0 Ndiyo / Yes .....1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children .....1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
3a.	Does (name) speak in a soft, measured way?  <b>Je (jina) huzungumza taratibu?</b>	Hapana / No .....0 Ndiyo / Yes .....1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 4a.</b>
3b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye huzungumza taratibu zaidi, kidogo au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children .....1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
4a.	Does (name) react angrily when s/he doesn't get what she wants/ told to stop doing something?	Hapana / No .....0 Ndiyo / Yes .....1

	<b>Je (jina) hukasirika anaposhindwa kupata anachokitaka au anapozuiwa kufanya jambo?</b>	Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 5a.</b>
4b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
5a.	Does (name) have strong emotions?  <b>Je (jina) huwa na jazba?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 6a.</b>
5b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
6a.	Does (name) avoid bad company?  <b>Je (jina) hujiepusha na makundi mabaya?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip question 6b.</b>
6b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
<b>Trait: Sociable (Mchangamfu)</b>		
1a.	Does (name) enjoy being sociable?  <b>Je (jina) hufurahia kuwa mchangamfu?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?	Kidogo kuliko watoto wengine / Less than other children ..... 1

	<b>Kama jibu ni ndiyo, je unadhani yeye huwa mchangamfu zaidi, kidogo au sawa tu na watoto wengine?</b>	Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
2a.	Is (name) shy?  <b>Je (jina) huwa ni mwenye aibu?</b>	Hapana / No .....0 Ndiyo / Yes .....1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children .....1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
3a.	Does (name) enjoy talking with others?  <b>Je (jina) hufurahia kuongea na wenzake?</b>	Hapana / No .....0 Ndiyo / Yes .....1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 4a.</b>
3b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children .....1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
4a.	Does (name) enjoy playing with other kids?  <b>Je (jina) hupenda kucheza na watoto wengine?</b>	Hapana / No .....0 Ndiyo / Yes .....1 Hajui/Hajajibu / Don't know/Refuse .....888 <b>If no, skip to question 5a.</b>
4b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children .....1 Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
5a.	Does (name) invite friends home?  <b>Je (jina) hukaribisha wenzake nyumbani?</b>	Hapana / No .....0 Ndiyo / Yes .....1 Hajui/Hajajibu / Don't know/Refuse .....888

		<b>If no, skip question 5b.</b>
5b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children .....2</p> <p>Zaidi kuliko watoto wengine / More than other children .....3</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p>
<b>Trait: Careful (Makini, mtaratibu)</b>		
1a.	<p>Is (name) mindful of deadlines that are set and good at meeting them?</p> <p><b>Je (jina) hujali muda na kumaliza kazi katika muda uliopangwa?</b></p>	<p>Hapana / No .....0</p> <p>Ndiyo / Yes ..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p> <p><b>If no, skip to question 2a.</b></p>
1b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children .....2</p> <p>Zaidi kuliko watoto wengine / More than other children .....3</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p>
2a.	<p>Does (name) make mistakes when s/he is instructed to do something?</p> <p><b>Je, (jina) hukosea anapoagizwa kufanya kitu fulani?</b></p>	<p>Hapana / No .....0</p> <p>Ndiyo / Yes ..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p> <p><b>If no, skip to question 2a.</b></p>
2b.	<p>2b. If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children .....2</p> <p>Zaidi kuliko watoto wengine / More than other children .....3</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p>
3a.	<p>Does child like to finish tasks properly (with quality?)</p> <p><b>Je (jina) hupenda kukamilisha kazi kwa ufanisi?</b></p>	<p>Hapana / No .....0</p> <p>Ndiyo / Yes ..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p> <p><b>If no, skip to question 4a.</b></p>
3b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children .....2</p> <p>Zaidi kuliko watoto wengine / More than other children .....3</p>

	<b>zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Hajui/Hajajibu / Don't know/Refuse ..... 888
4a.	Does child look after school belongings?  <b>Je (jina) hutunza vifaa vyake vya shule?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 5a.</b>
4b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
5a.	Is (name) slow and unhurried in deciding what to do next?  <b>Je (jina) huwa mtaratibu katika kufanya maamuzi ya kitu kifuatacho?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip question 5b.</b>
5b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
<b>Trait: Empathy (Huruma)</b>		
1a.	Does (name) help look after or take care of younger children?  <b>Je, (jina) huwajali na kuwasaidia watoto wadogo?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
2a.	Child takes other children and their points of view into account.  <b>Je (jina) hujali watoto wengine na maoni yao?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 3a.</b>

2b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children .....2</p> <p>Zaidi kuliko watoto wengine / More than other children .....3</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p>
3a.	<p>Does (name) comfort or assists other children in difficulty?</p> <p><b>Je (jina) huwafariji wengine na kuwasaidia wanapopatwa na matatizo mbalimbali?</b></p>	<p>Hapana / No ..... 0</p> <p>Ndiyo / Yes ..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p> <p><b>If no, skip to question 4a.</b></p>
3b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children .....2</p> <p>Zaidi kuliko watoto wengine / More than other children .....3</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p>
4a.	<p>Child cares when others are talking?</p> <p><b>Je (jina) hujali wengine wanapozungumza?</b></p>	<p>Hapana / No .....0</p> <p>Ndiyo / Yes ..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p> <p><b>If no, skip to question 5a.</b></p>
4b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children .....2</p> <p>Zaidi kuliko watoto wengine / More than other children .....3</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p>
5a.	<p>When another child cries, does s/he get upset too?</p> <p><b>Je (jina) hujisikia vibaya na kuhuzunika mwenzake anapolia?</b></p>	<p>Hapana / No .....0</p> <p>Ndiyo / Yes ..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p> <p><b>If no, skip to question 6a.</b></p>
5b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children .....2</p> <p>Zaidi kuliko watoto wengine / More than other children .....3</p> <p>Hajui/Hajajibu / Don't know/Refuse .....888</p>

6a.	When children are quarrelling, the child tries to stop them  <b>Je (jina) huwapatanisha wenzake wanapogombana?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip question 6b.</b>
6b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
<b>Trait: Religious (Hofu ya Mungu)</b>		
1a.	Does (name) act with good morals?  <b>Je (jina) huonesha maadili mema ya ki-Mungu?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
2a.	Does (name) pray?  <b>Je (jina) husali au kuswali?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 If no, skip to question 3a.
2b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse ..... 888
3a.	Does (name) attend mosque or church?  <b>Je (Jina) huhudhuria msikitini au kanisani?</b>	Hapana / No ..... 0 Ndiyo / Yes ..... 1 Hajui/Hajajibu / Don't know/Refuse ..... 888 <b>If no, skip question 4b.</b>
3b.	If yes, do you feel that they do this more, less, or about the same as other children?	Kidogo kuliko watoto wengine / Less than other children ..... 1

	<b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Sawa na watoto wengine / About the same as other children .....2 Zaidi kuliko watoto wengine / More than other children .....3 Hajui/Hajajibu / Don't know/Refuse .....888
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That is the end of my questions. Thank you for your time.

**Hapa ni mwisho wa maswali. Nashukuru kwa muda wako.**

## Appendix F: Pilot Teacher Questionnaire from Qualitative Study

School Name	..... <input style="width: 150px; height: 20px;" type="text"/>										
School EMIS Number [If school is on mainland]	School Identification Code: [If main land] <table border="1" style="border-collapse: collapse; text-align: center; margin: 5px auto;"> <tr> <td style="width: 20px; height: 20px;">P</td> <td style="width: 20px; height: 20px;">S</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;">-</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> <i>[PS + 4digits + "-" + 3digits]</i>	P	S					-			
P	S					-					
Region	_____ _____										
District	_____ _____										
Date of Visit	<table style="margin: 5px auto;"> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> </table> <table style="margin: 5px auto;"> <tr> <td style="border: 1px solid black; padding: 2px;">Date/</td> <td style="border: 1px solid black; padding: 2px;">Month/</td> <td style="border: 1px solid black; padding: 2px;">Year</td> </tr> </table> 3 May 2016 would be 03 / 05 / 2016				Date/	Month/	Year				
Date/	Month/	Year									
Pupil ID	_____										
Assessor User Name	..... <input style="width: 150px; height: 20px;" type="text"/>										
Signature	..... <input style="width: 150px; height: 20px;" type="text"/>										

Habari, naitwa..... Nafanya kazi kwenye mradi wa Tusome Pamoja. Tunatafiti ili kuelewa zaidi juu ya mambo yanayomsaidia mtoto kufanya vizuri shuleni na maishani. Waalimu wanawasaidia watoto kujifunza darasani lakini tunalenga zaidi sifa na tabia mbalimbali ambazo wanajifunza nyumbani na huwasaidia shuleni. Mradi huu unatekelezwa na wizara ya elimu, sayansi, na teknolojia kwa hisani ya Tusome Pamoja.

Utafiti huu utahusisha kuwahoji walimu na wazazi. Maswali yanahusu sifa na tabia mbalimbali za watoto wakiwa nyumbani na shuleni. Mahojiano yatachukua dakika 45 hadi 50. Taarifa utakazotoa hazitatolewa shuleni na zitatumika kwa madhumuni ya utafiti uliotajwa tu.

Wanafunzi wamechaguliwa darasani bila mpangilio maalumu. Wazazi wa watoto hao na waalimu wanashiriki katika utafiti huu. Faida za ushiriki wako katika utafiti huu ni pamoja na: 1) kukuza maarifa katika tasnia ya elimu Tanzania. 2) kuwapa fursa ya kuchangia taarifa muhimu kwa maendeleo mwanafunzi/mtoto.

Jina lako halitaandikwa kwenye fomu hii wala kutajwa popote katika utafiti huu. Pia, hatutaripoti taarifa za kibinafsi katika matokeo ya utafiti. Taarifa zako binafsi hazitatolewa kwa mtu yeyote. Jina lako litaandikwa na mratibu wa mradi kwa minajili ya kujiridhisha tu kuwa tunayezungumza naye ni mtu sahihi tuliyemkusudia na halitahifadhiwa popote. Endapo utaamua kusitisha ushiriki wako katikati ya mazungumzo, unaruhusiwa kufanya hivyo.

Je,

7. Kuna swali lolote ungependa kuuliza?

8. Upo tayari kuhojiwa?

Ndiyo

Hapana

Hello, my name is \_\_\_\_\_ I work with Tusome Pamoja and we are conducting research to understand more about the things that help children do well at school in pre-primary and Grades 1-2. Teachers help children learn in class, but we are particularly interested in the things that children learn at home or by themselves that can help them at school. The research project is being implemented by Tusome Pamoja under the Ministry of Education, Science and Technology. This study will involve asking questions to parents and teachers. The questions will ask about particular behaviors that children may or may not do at home and at school. The interview will last approximately 45 minutes.

The information will not be given to the school and will only be used for research purposes only.

We randomly selected children from the school like in a raffle. Your child /children in your class was/were chosen to have their parents and teachers give information. Your participation in the study: 1) contributes to knowledge to improve education in Tanzania; 2) provides you with an opportunity to give information about your children's/students' development. Your name will NOT be recorded on this form, nor mentioned anywhere in the survey data. NO information from an individual parent/teacher will be reported.

All the information obtained will be kept confidential and will be used strictly for the purposes of the study. Your personal information will not be shared with the school teachers, for example. If you want to stop participating in the middle of the questioning, you are free to do so.

3. Are there any questions you would like to ask?

4. Are you willing to participate in the study?

Yes

No

Taarifa ya mshiriki / Background information		
7.	Is this teacher a female?  <b>Onesha kama mwalimu ni mwanamke.</b>	Hapana /No .....0 Ndiyo/Yes ..... 1
8.	What grade do you currently teach?  <b>Je unafundisha darasa la ngapi?</b>	Darasa la awali / Pre-primary ..... 1 Darasa la kwanza / Grade 1 .....2 Darasa la pili / Grade 2 .....3 Mwingine (taja) / Other (specify) _____ Hajui/Hajajibu / Don't know/Refuse .....888
9.	What is your highest level of academic education?  <b>Je, umefika kiwango gani cha juu cha elimu?</b>	Hakuna / None .....0 Chini ya Kidato cha 4 / Less than Form 4..... 1 Kidato cha 4 / Form 4 .....2 Kidato cha sita / Form 6 completion .....3 Cheti /Certificate .....4 Stashahada / Diploma .....5 Shahada / Bachelor's degree .....6 Shahada ya Uzamili / Masters degree .....7 Shahada ya Uzamivu / Doctorate .....8 Hajui/Hajajibu / Don't know/Refuse .....888
10.	What was your degree in?  <b>Shahada yako ilikuwa katika eneo gani?</b>	Siyo shahada / No degree .....0 Elimu ya awali / Pre-primary education ..... 1 Elimu ya Msingi / Primary Education .....2 Elimu ya Sekondari / Secondary Education .....3 Nyingine / Other .....4 Hajui/Hajajibu / Don't know/Refuse .....888
9.	How many years have you been teaching (throughout your entire career)?  <b>Una ujuzi wa miaka mingapi tangu ulipoanza kufundisha (kipindi chote cha taaluma yako)?</b>	Si zaidi ya mwaka mmoja/Less than 1 year ..... 1 Mwaka mmoja hadi miaka mitano /1-5 years.....2 Miaka sita hadi miaka kumi/6-10 years.....3 Miaka kumi na moja hadi miaka kumi na tano/ 11-15.....4 Zaidi ya miaka kumi na sita/More than 16 .....5 Hajui/ Hajajibu /Don't know/refuse .....888
10.	How many years have you taught in this school?	Si zaidi ya mwaka mmoja/Less than 1 year ..... 1 Mwaka mmoja hadi miaka mitano /1-5 years.....2 Miaka sita hadi miaka kumi/6-10 years.....3

	<b>Umefundisha katika shule hii kwa muda gani?</b>	Miaka kumi na moja hadi miaka kumi na tano/ 11-15.....4 Zaidi ya miaka kumi na tano/More than 16 .....5 Hajui/ Hajajibu /Don't know/refuse .....888
11.	What is the total number of students in your class?  <b>Je, kuna jumla ya wanafunzi wangapi kwenye darasa la (jina)?</b>	_____
12.	How many months have you been (name)'s teacher?  <b>Je, kwa miezi mingapi umefundisha jina?</b>	0-2 ..... 1 3-6 .....2 7-12.....3 Zaidi ya 12 /More than 12 .....4 Hajui/ Hajajibu /Don't know/refuse .....888

Hivi sasa nitakuuliza maswali kadhaa kuhusu (jina). Kwa kila swali, tafadhali jibu kadri unavyoona inafaa kuhusu ujuzi wa mtoto husika katika lugha yoyote ile. Ni muhimu kukumbuka kwamba watoto hawakui na kujifunza katika kasi iliyo sawa, kwa mfano, baadhi ya watoto wanajifunza kutembea mapema zaidi kuliko wengine, na hii ni kawaida na sawa. Hatutegemei watoto kuweza kufanya kila kitu tunachouliza katika dodoso hili. Kitu chenye umuhimu mkubwa ni kutoa majibu yenye ukweli na uhakika.

Now I am going to ask you some questions about (name). For each question, please answer as best you can about his/her skills as expressed in any language. It is important to remember that children do not develop and learn at the same rate, for example, some children learn to walk earlier than others and this is normal and OK. We don't expect children to be able to do everything we ask in this questionnaire. The most important thing is that you give honest answers.

**Trait: Obedient (Mtii)**

1a.	Does (name) willingly follow instructions?  <b>Je (jina) hufuata maelekezo kwa hiari?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they can do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
2a.	Is (name) able to stay quiet in class when s/he is asked not to talk?  <b>Je (jina) anaweza kukaa kimya darasani endapo ataambiwa asiongee?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
3a.	Does (name) follow and fulfill school rules as required?  <b>Je (jina) anazifuata na kutekeleza sheria za shule ipasavyo?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip question 3b.</b>
3b.	9b. If yes, do you feel that they do this more, less, or about the same as other children?	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2

	<b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
<b>Trait: Curious (Mdadisi)</b>		
1a.	Does (name) give unique responses that go beyond those of other children?  <b>Je (jina) hutoa majibu ya kina tofauti na yaliyo zoeleka na wenzake?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse 888
2a.	Is (name) eager to hear and learn from feedback s/he is given?  <b>Je (jina) huonesha hamu ya kujifunza kutoka kwenye mrejesho anaopewa?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
3a.	Does (name) like to ask many questions?  <b>Je (jina) hupenda kuuliza maswali mengi?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip question 3b.</b>
3b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
<b>Trait: Respect (Heshima)</b>		
1a.	Does (name) kindly greet teachers?	Hapana / No ..... 0

	<b>Je (jina) husalimia vizuri walimu?</b>	Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
2a.	Does (name) raise his/her hand before responding to a question in class?  <b>Je (jina) hunyoosha mkono anapotaka kujibu swali darasani?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip question 2b.</b>
2b.	3b. If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
<b>Trait: Self-confidence, courage and daring (Hodari, kujiamini na jasiri)</b>		
1a.	Does (name) volunteer to come to the front of the class to solve problems or answer questions?  <b>Je (jina) hujitolea kuja mbele ya darasa kujibu maswali?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
2a.	Does (name) exchange his/her ideas with teachers?  <b>Je (jina) hubadilishana mawazo na walimu?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they do this more, less, or about the same as other children?	Kidogo kuliko watoto wengine / Less than other children ..... 1

	<b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
3a.	Is (name) happy to give the first answer to a question in class?  <b>Je (jina) hupenda kuwa wa kwanza kujibu darasani?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip question 3b.</b>
3b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
<b>Trait: Cooperative (Ushirikiano)</b>		
1a.	Does (name) enjoy working or studying with other students?  <b>Je (jina) hufurahia kufanya kazi au kujisomea na wanafunzi wengine?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
2a.	If a student does not understand or is struggling to learn, does (name) offer to help the student?  <b>Kama mwanafunzi haelewi masomo, je (jina) hujitolea kumsaidia?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3

		Hajui/Hajajibu / Don't know/Refuse.....888
3a.	Does (name) prefer to work and play alone?  <b>Je (jina) hupenda kufanya kazi na kucheza peke yake?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 4a.</b>
3b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
4a.	Does name love his/her teachers?  <b>Je (jina) hupenda au waalimu?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip question 4b.</b>
4b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
<b>Trait: Self-directed/Self-motivated (Kujituma)</b>		
1a.	Is (name) hardworking?  <b>Je (jina) hufanya kazi kwa juhudi?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
2a.	Does (name) often plan his/her tasks well?  <b>Je (jina) hupangilia kazi zake vizuri?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 3a.</b>

2b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children ..... 2</p> <p>Zaidi kuliko watoto wengine / More than other children ..... 3</p> <p>Hajui/Hajajibu / Don't know/Refuse.....888</p>
3a.	<p>Does (name) complete his or her work without being asked or reminded to do so?</p> <p><b>Je (jina) hukamilisha kazi zake bila kukumbushwa wala kuambiwa?</b></p>	<p>Hapana / No ..... 0</p> <p>Ndiyo / Yes..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse.....888</p> <p><b>If no, skip question 3b.</b></p>
3b.	<p>3b. If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children ..... 2</p> <p>Zaidi kuliko watoto wengine / More than other children ..... 3</p> <p>Hajui/Hajajibu / Don't know/Refuse.....888</p>
<b>Trait: Attentive Listener (Msikivu)</b>		
1a.	<p>Does (name) ask clarification questions if s/he doesn't understand?</p> <p><b>Je (jina) huuliza maswali kama hajelewa jambo?</b></p>	<p>Hapana / No ..... 0</p> <p>Ndiyo / Yes..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse.....888</p> <p><b>If no, skip to question 2a.</b></p>
1b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children ..... 2</p> <p>Zaidi kuliko watoto wengine / More than other children ..... 3</p> <p>Hajui/Hajajibu / Don't know/Refuse.....888</p>
2a.	<p>Does (name) work diligently when trying to complete tasks or assignments?</p> <p><b>Je (jina) hufanya kazi kwa bidii ili kumaliza mazoezi na kazi za darasani?</b></p>	<p>Hapana / No ..... 0</p> <p>Ndiyo / Yes..... 1</p> <p>Hajui/Hajajibu / Don't know/Refuse.....888</p> <p><b>If no, skip to question 3a.</b></p>
2b.	<p>If yes, do you feel that they do this more, less, or about the same as other children?</p> <p><b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi</b></p>	<p>Kidogo kuliko watoto wengine / Less than other children ..... 1</p> <p>Sawa na watoto wengine / About the same as other children ..... 2</p>

	<b>zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
3a.	Does (name) listen carefully when you are teaching a lesson?  <b>Je (jina) husikiliza kwa makini unapofundisha somo darasani?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 4a.</b>
3b.	If yes, do you feel that they listen more attentively, less attentively, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye husikiliza kwa umakini zaidi, kidogo au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
4a.	Is (name) often ready to learn when you start your lesson, for example by standing and greeting the teacher?  <b>Je (jina) huonesha utayari wa kujifunza unapoanza somo darasani, kwa mfano kusimama na kusalimia walimu?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 5a.</b>
4b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye huonesha utayari zaidi, kidogo zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
5a.	Does (name) easily accept when you correct his/her mistakes or poor behavior?  <b>Je (jina) hukubali kirahisi unapomrekebisha makosa yake au tabia zisizokubalika?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip question 5b.</b>
5b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
<b>Trait: Persistence (Kutokata tamaa)</b>		

1a.	Does (name) easily become frustrated or angry?  <b>Je (jina) hughadhabika kirahisi anapopata ugumu kwenye kazi fulani?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
2a.	Does (name) quit working on tasks before s/he is finished?  <b>Je (jina) huacha kazi na mazoezi kabla ya kuyakamilisha?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
3a.	Does (name) give up easily when tasks or work seem difficult?  <b>Je (jina) hukata tamaa kirahisi kuendelea kufanyia kazi au mazoezi yanayokuwa magumu kwake?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 4a.</b>
3b.	3b. If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
4a.	If (name) cannot do something, do they try again?  <b>Je (jina) hujaribu tena anaposhindwa na jambo fulani?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip question 4b.</b>
4b.	If yes, do you feel that they do this more, less, or about the same as other children?	Kidogo kuliko watoto wengine / Less than other children ..... 1

	<b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
<b>Trait: Polite and calm (Mpole, mstarabu)</b>		
1a.	Is (name) calm at school even when distrubed/irritated by others?  <b>Je (jina) anatulia shuleni hata kama anachokozwa na wenzake?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 2a.</b>
1b.	2b. If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
2a.	Does (name) responds nicely/politely when asked a question?  <b>Je (jina) hujibu vizuri na kwa upole?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
3a.	Does (name) avoid bad company?  <b>Je (jina) hujiepusha na makundi mabaya?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip question 3b.</b>
3b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
<b>Trait: Sociable (Mchangamfu)</b>		

1a.	Is (name) sociable when participating in different class activities?  <b>Je (jina) huonesha uchangamfu anaposhiriki shughuli mbalimbali darasani?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
2a.	Is (name) shy?  <b>Je (jina) huwa ni mwenye aibu?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye anaonesha aibu zaidi ya wengine, pungufu ya wengine au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
3a.	Does (name) enjoy talking with others?  <b>Je (jina) hufurahia kuongea na wenzake?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip question 3b.</b>
3b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
<b>Trait: Careful (Makini, mtaritibu)</b>		
1a.	Is (name) mindful of deadlines that are set and good about meeting them?  <b>Je (jina) hujali muda na kumaliza kazi katika muda uliopangwa?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?	Kidogo kuliko watoto wengine / Less than other children ..... 1

	<b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
2a.	Does child like to finish tasks properly (with quality?)  <b>Je (jina) hupenda kukamilisha kazi kwa ufanisi?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
3a.	Does child look after school belongings?  <b>Je (jina) hutunza vifaa vyake vya shule?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question.</b>
3b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
4a.	Is (name) slow and unhurried in deciding what to do next?  <b>Je (jina) huwa mtaratibu katika kufanya maamuzi ya kitu kifuatacho?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip question 4b.</b>
4b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
<b>Trait: Empathy (Huruma)</b>		
1a.	Does (name) take other children and their points of view into account?	Hapana / No ..... 0 Ndiyo / Yes..... 1

	<b>Je (jina) hujali watoto wengine na maoni yao?</b>	Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 2a.</b>
1b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
2a.	Does (name) care when others are talking?  <b>Je (jina) hujali wengine wanapozungumza?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip to question 3a.</b>
2b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse.....888
3a.	When children are quarrelling, does (name) try to stop them?  <b>Je (jina) huwapatanisha wenzake wanapogombana?</b>	Hapana / No ..... 0 Ndiyo / Yes..... 1 Hajui/Hajajibu / Don't know/Refuse.....888 <b>If no, skip question 3b.</b>
3b.	If yes, do you feel that they do this more, less, or about the same as other children?  <b>Kama jibu ni ndiyo, je unadhani yeye hufanya hivyo mara nyingi zaidi, mara chache zaidi au sawa tu na watoto wengine?</b>	Kidogo kuliko watoto wengine / Less than other children ..... 1 Sawa na watoto wengine / About the same as other children ..... 2 Zaidi kuliko watoto wengine / More than other children ..... 3 Hajui/Hajajibu / Don't know/Refuse 888

That is the end of my questions. Thank you for your time.

**Hapa ni mwisho wa maswali. Nashukuru kwa muda wako.**

## Appendix G: Pupils' Mean Scores by Age and Gender Based on Parents' Ratings

**Table G-1: Pupils' mean percent scores by competency and age—parent rating**

Parent Questionnaire Competencies	Max Score	Levels	Mean and SD (%)	Confidence Interval
Obedient	18	6 years old or younger	70.6 (22.2) %	(12.1, 13.3)
		7 years old	70.8 (24.1) %	(11.9, 13.6)
		8 years old or older	74.8 (21.3) %	(12.9, 14)
Curious	18	6 years old or younger	53.7 (27.9) %	(8.9, 10.4)
		7 years old	62.1 (28.3) %	(10.2, 12.2)
		8 years old or older	56.8 (29.6) %	(9.4, 11)
Respectful	12	6 years old or younger	56.2 (28.8) %	(6.2, 7.3)
		7 years old	61.3 (28.5) %	(6.7, 8)
		8 years old or older	58.3 (29.4) %	(6.5, 7.5)
Courageous	18	6 years old or younger	46.4 (22.4) %	(7.8, 8.9)
		7 years old	51.1 (20.9) %	(8.5, 9.9)
		8 years old or older	51.7 (21.2) %	(8.7, 9.9)
Cooperative	18	6 years old or younger	75.3 (14.2) %	(13.2, 13.9)
		7 years old	72.9 (14.2) %	(12.6, 13.6)
		8 years old or older	69.8 (16.4) %	(12.1, 13)
Self-directed/self-motivate	18	6 years old or younger	57.5 (24.7) %	(9.7, 11)
		7 years old	64.8 (20.6) %	(10.9, 12.4)
		8 years old or older	65.4 (21.7) %	(11.2, 12.4)
Attentive	15	6 years old or younger	71.2 (22.9) %	(10.2, 11.2)
		7 years old	73.9 (22.2) %	(10.4, 11.7)
		8 years old or older	73 (22.2) %	(10.5, 11.4)
Persistence	15	6 years old or younger	55.5 (22.2) %	(9.4, 10.6)
		7 years old	59 (21) %	(9.9, 11.4)
		8 years old or older	63 (20.3) %	(10.8, 11.9)
Polite	18	6 years old or younger	65.7 (21.7) %	(11.3, 12.4)
		7 years old	62.4 (24.2) %	(10.4, 12.1)
		8 years old or older	69 (22.3) %	(11.8, 13)
Sociable	15	6 years old or younger	73.3 (14.2) %	(10.7, 11.3)
		7 years old	75 (15.6) %	(10.8, 11.7)
		8 years old or older	72.8 (14.5) %	(10.6, 11.2)
Careful	12	6 years old or younger	73.1 (32.9) %	(8.2, 9.4)
		7 years old	83.7 (27.9) %	(9.4, 10.7)

Parent Questionnaire Competencies	Max Score	Levels	Mean and SD (%)	Confidence Interval
		8 years old or older	89.3 (25) %	(10.3, 11.2)
Empathetic	18	6 years old or younger	68.7 (21.6) %	(11.8, 12.9)
		7 years old	73.3 (21.1) %	(12.5, 13.9)
		8 years old or older	73.9 (20.2) %	(12.8, 13.8)
Religious	9	6 years old or younger	60.7 (31.9) %	(5, 5.9)
		7 years old	61.3 (33.1) %	(4.9, 6.1)
		8 years old or older	64.3 (31.4) %	(5.4, 6.2)
Teacher total score	207	6 years old or younger	63.5 (15.6) %	(126.7, 136.2)
		7 years old	66.8 (14.6) %	(132.3, 144.1)
		8 years old or older	67.5 (14.7) %	(135.2, 144.3)

6 years old or younger: N=180

7 years old: N=102

8 years old or older: N=175

**Table G-2: Pupils' mean percent scores by competency and gender—parent rating**

Parent Questionnaire Competencies	Max Score	Levels	Mean and SD (%)	Confidence Interval
Obedient	18	Boys	69.5 (22.6) %	(12, 13)
		Girls	75.3 (21.4) %	(13.1, 14.1)
Curious	18	Boys	58.2 (28.2) %	(9.8, 11.1)
		Girls	55.5 (29.3) %	(9.3, 10.7)
Respectful	12	Boys	54.6 (29.4) %	(6.1, 7)
		Girls	61.7 (28.4) %	(7, 7.8)
Courageous	18	Boys	49.5 (21.9) %	(8.4, 9.4)
		Girls	49.3 (21.3) %	(8.4, 9.4)
Cooperative	18	Boys	71.6 (16) %	(12.5, 13.3)
		Girls	73.3 (14.5) %	(12.9, 13.5)
Self-directed/self-motivated	18	Boys	60.2 (23.1) %	(10.3, 11.4)
		Girls	64.6 (22.5) %	(11.1, 12.2)
Attentive	15	Boys	70.3 (23.6) %	(10.1, 11)
		Girls	74.7 (20.9) %	(10.8, 11.6)
Persistent	18	Boys	58.1 (22.4) %	(9.9, 11)
		Girls	61 (20.5) %	(10.5, 11.5)
Polite	18	Boys	62.3 (23.1) %	(10.7, 11.7)
		Girls	70 (21.6) %	(12.1, 13.1)
Sociable	15	Boys	72.8 (14.9) %	(10.6, 11.2)
		Girls	73.9 (14.6) %	(10.8, 11.4)

Parent Questionnaire Competencies	Max Score	Levels	Mean and SD (%)	Confidence Interval
Careful	12	Boys	77.4 (31.1) %	(8.8, 9.8)
		Girls	86.2 (27.2) %	(9.9, 10.8)
Empathetic	18	Boys	68.1 (22.7) %	(11.7, 12.8)
		Girls	75.2 (18.9) %	(13.1, 14)
Religious	9	Boys	59.2 (32.5) %	(5, 5.7)
		Girls	65.3 (31.3) %	(5.5, 6.2)
Total Score	207	Boys	63.9 (15.5) %	(128.2, 136.2)
		Girls	67.8 (14.3) %	(136.4, 144.1)

Girls: N=245  
Boys: N=232

## Appendix H: Pupils' Percent Scores by Age and Gender as Rated by Teachers

**Table H-1: Pupils' percent scores by competency and age—teacher rating**

Subtasks	Max Score	Levels	Mean and SD (%)	Confidence Interval
Obedient	9	6 years old or younger	67 (24.3) %	(5.7, 6.4)
		7 years old	65.3 (26) %	(5.4, 6.3)
		8 years old or older	72.6 (21.7) %	(6.2, 6.8)
Curious	9	6 years old or younger	38.2 (29.1) %	(3.1, 3.8)
		7 years old	49.8 (30.3) %	(4, 5)
		8 years old or older	48.2 (28.7) %	(4, 4.7)
Respectful	6	6 years old or younger	65.7 (25.8) %	(3.7, 4.2)
		7 years old	66.5 (25.5) %	(3.7, 4.3)
		8 years old or older	72.1 (20.8) %	(4.1, 4.5)
Courageous	9	6 years old or younger	38 (32.3) %	(3, 3.8)
		7 years old	47.3 (34.9) %	(3.6, 4.9)
		8 years old or older	44.6 (31.9) %	(3.6, 4.4)
Cooperative	12	6 years old or younger	64.9 (21.2) %	(7.4, 8.2)
		7 years old	69 (20.9) %	(7.8, 8.8)
		8 years old or older	72 (18.5) %	(8.3, 9)
Self-directed/self-motivated	9	6 years old or younger	51.9 (34.6) %	(4.2, 5.1)
		7 years old	62.6 (32.6) %	(5.1, 6.2)
		8 years old or older	64.6 (32.1) %	(5.4, 6.2)
Attentive	15	6 years old or younger	59 (22.6) %	(8.4, 9.4)
		7 years old	65.6 (23.1) %	(9.2, 10.5)
		8 years old or older	65.7 (23) %	(9.3, 10.4)
Persistent	12	6 years old or younger	75.2 (25.6) %	(8.6, 9.5)
		7 years old	69.4 (25.9) %	(7.7, 8.9)
		8 years old or older	76.2 (24.6) %	(8.7, 9.6)
Polite	9	6 years old or younger	61.2 (27.3) %	(5.1, 5.9)
		7 years old	65 (28) %	(5.4, 6.3)
		8 years old or older	69.5 (23.8) %	(5.9, 6.6)
Sociable	9	6 years old or younger	65.5 (24.4) %	(5.6, 6.2)

Subtasks	Max Score	Levels	Mean and SD (%)	Confidence Interval
		7 years old	64.3 (23.5) %	(5.4, 6.2)
		8 years old or older	69.3 (24.3) %	(5.9, 6.6)
Careful	12	6 years old or younger	54.2 (30.2) %	(6, 7)
		7 years old	60.7 (28.3) %	(6.6, 7.9)
		8 years old or older	65 (27.4) %	(7.3, 8.3)
Empathetic	9	6 years old or younger	55 (24.9) %	(4.6, 5.3)
		7 years old	64.4 (25) %	(5.4, 6.2)
		8 years old or older	62.5 (23.4) %	(5.3, 5.9)

6 years old or younger: N=180

7 years old: N=102

8 years old or older: N=175

**Table H-2: Pupils' percent scores by competency and gender—teacher rating**

Parent Questionnaire Competencies	Max Score	Levels	Mean and SD (%)	Confidence Interval
Obedient	9	Boys	65 (25.8) %	(5.6, 6.1)
		Girls	72.3 (20.7) %	(6.3, 6.7)
Curious	9	Boys	43.1 (30.2) %	(3.5, 4.2)
		Girls	46.1 (29) %	(3.8, 4.5)
Respectful	6	Boys	65.9 (24.5) %	(3.8, 4.1)
		Girls	70.3 (23.2) %	(4, 4.4)
Courageous	9	Boys	42 (33.7) %	(3.4, 4.2)
		Girls	42.8 (31.8) %	(3.5, 4.2)
Cooperative	12	Boys	66.9 (20.7) %	(7.7, 8.3)
		Girls	70.2 (19.7) %	(8.1, 8.7)
Self-directed/self-motivated	9	Boys	56 (34.5) %	(4.7, 5.4)
		Girls	61.7 (32.7) %	(5.2, 5.9)
Attentive	15	Boys	61.7 (24.5) %	(8.8, 9.7)
		Girls	64.2 (21.4) %	(9.2, 10)
Persistent	12	Boys	71.6 (27.7) %	(8.2, 9)
		Girls	77.3 (22.2) %	(8.9, 9.6)
Polite	9	Boys	62.1 (28.3) %	(5.3, 5.9)
		Girls	68.4 (23.8) %	(5.9, 6.4)
Sociable	9	Boys	66.3 (24.5) %	(5.7, 6.2)
		Girls	67.4 (23.8) %	(5.8, 6.3)
Careful	12	Boys	57.5 (30.5) %	(6.4, 7.4)

Parent Questionnaire Competencies	Max Score	Levels	Mean and SD (%)	Confidence Interval
		<b>Girls</b>	61.8 (26.9) %	(7, 7.8)
<b>Empathetic</b>	9	<b>Boys</b>	58 (27.4) %	(4.9, 5.5)
		<b>Girls</b>	61.7 (21.9) %	(5.3, 5.8)

**Girls:** N=245

**Boys:** N=232